

Schreiner University

Mission: What We Do

Schreiner University provides students with a personalized, integrated, and holistic educational experience that prepares them for meaningful work and purposeful lives in a changing global society.

Values: Why We Do It

Because Schreiner always has been a place of opportunity, all students are recognized as uniquely valuable and capable of excellence;

This diversity of people and thought will thrive only in a setting of open, civil discourse;

In the undergraduate program, every student should have the opportunity to develop intellectually, physically, spiritually, and socially;

In the undergraduate and graduate programs, every student should have the opportunity to develop the capacity for life-long learning and service to society in order to participate successfully in the global world; and

Across all our educational programs, we should develop thoughtful, productive, and ethical citizens.

Vision: Where We Are Going

By 2030, Schreiner University will continue to preserve, challenge, and expand the story of Texas as its 2,030 students participate in the most unique curricular and co-curricular set of offerings in the State, including opportunities in talent and workforce development, undergraduate degrees, and graduate programs. Having earned recognition as a university that promotes social and economic mobility, Schreiner alumni will identify their time at the school as key to their personal and professional development.

NOTE: The Schreiner University Board of Trustees approved this Strategic Plan, SU2030, in February 2024 outlining the goals and objectives to advance the University to 2030.

STUDENT ACHIEVEMENT MEASURES

Student retention

Strategic Plan 2030 Goal 3-We will enroll, retain and graduate students with the capacity to thrive and contribute to their community and the world.

Objective 5: Demonstrate freshman retention sustainability by reaching at least five first year freshman retention rates of 70% or higher.

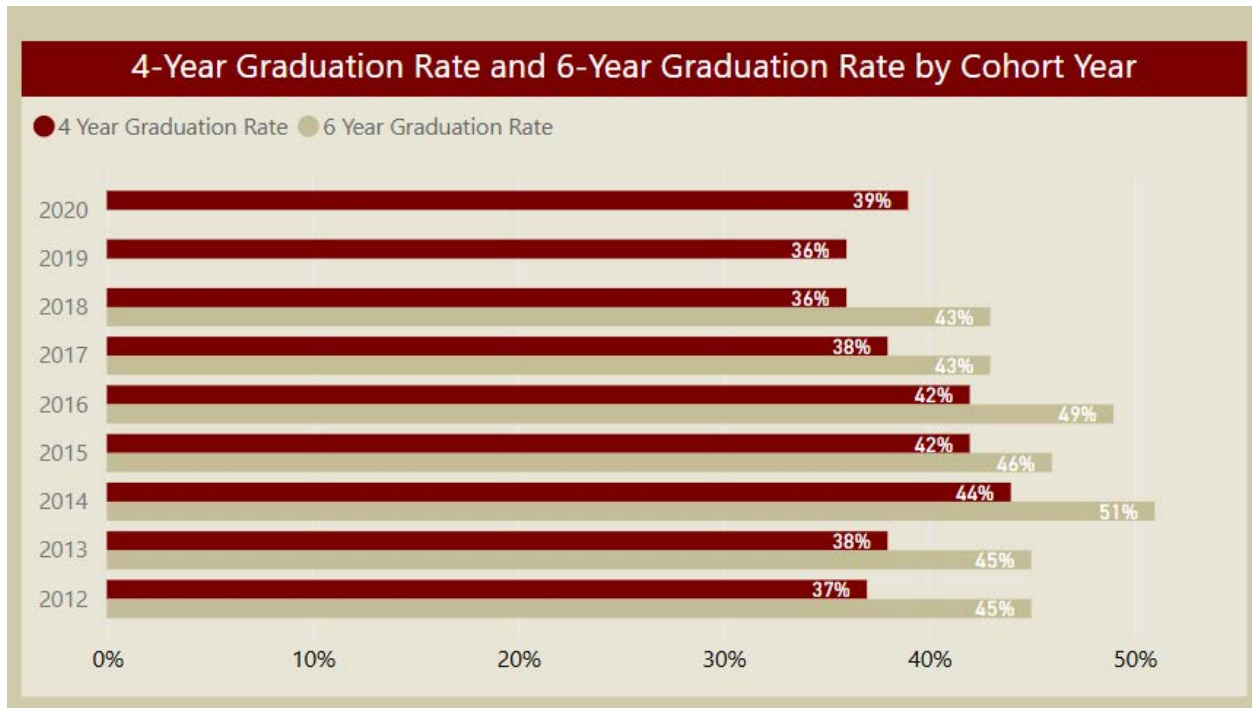


Data reflects values as of Fall 2024 census and approved by the Office of Institutional Research.

4 and 6-year graduation rates by cohort year

Strategic Plan 2030 Goal 3-We will enroll, retain and graduate students with the capacity to thrive and contribute to their community and the world.

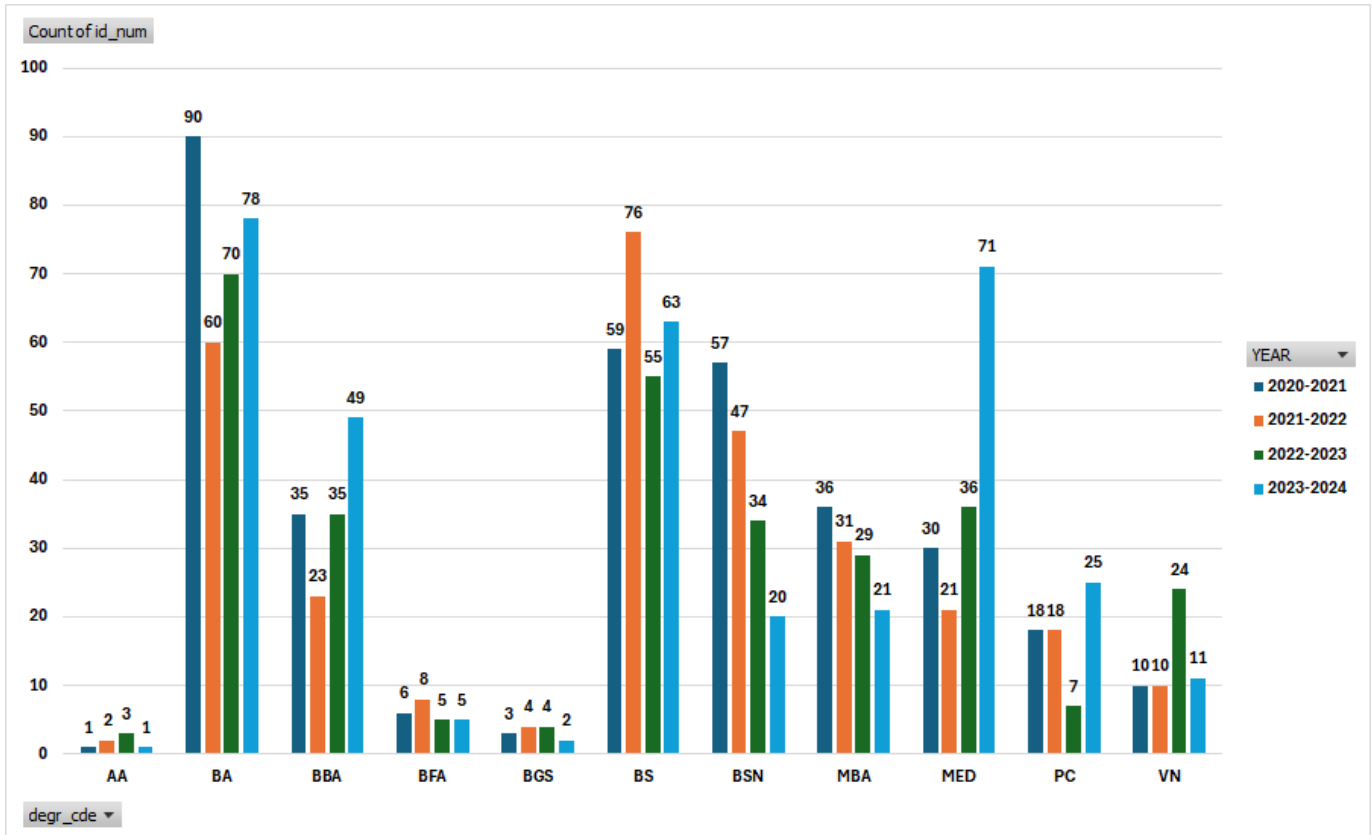
Objective 6: Recognize a 4-year graduation rate of 50% by fall 2030



Data reflects values as of Fall 2024 census and approved by the Office of Institutional Research.

Degrees Conferred

Strategic Plan 2030 Goal 3-We will enroll, retain and graduate students with the capacity to thrive and contribute to their community and the world.



Data reflects values as of Fall 2024 census and approved by the Office of Institutional Research.

CLA+ Results

CLA is a tool, used to measure critical thinking and written communication skills of students in higher education. Scores are compiled across participating institutions to determine whether students gain value by attending a university and if so, how much growth from freshman to senior year is evident. Categories include Performance Tasks (PT) and Selected response Questions (SRQ).

The CLA+ survey is administered every four years and the next administration of the CLA+ survey will be in the Spring of 2026. Schreiner students scored as follows for Academic year 2022:

Summary of CLA+ Results, by Class

Schreiner University has a senior mean CLA+ Total Score of 988 and a percentile rank of 3. The corresponding Mastery Level for this score is Developing.

TOTAL SCORES

Class	Mean Score	Standard Deviation	25th Percentile Score	75th Percentile Score	Mean Score Percentile Rank	Effect Size vs. Freshmen
Freshmen	936	124	843	1035	5	--
Seniors	988	168	875	1105	3	0.42

PT SCORES

Class	Mean Score	Standard Deviation	25th Percentile Score	75th Percentile Score	Mean Score Percentile Rank	Effect Size vs. Freshmen
Freshmen	914	172	759	1014	4	--
Seniors	971	182	855	1100	3	0.33

SRQ SCORES

Class	Mean Score	Standard Deviation	25th Percentile Score	75th Percentile Score	Mean Score Percentile Rank	Effect Size vs. Freshmen
Freshmen	958	163	817	1103	11	--
Seniors	1005	203	858	1148	5	0.29

SECTION 4: CLA+ SUBSCORES

Performance Task Subscores (in percentages)



Selected-Response Question Subscores

	Data Literacy			Critical Reading and Evaluation			Critique an Argument		
	Mean Score	25th Percentile	75th Percentile	Mean Score	25th Percentile	75th Percentile	Mean Score	25th Percentile	75th Percentile
Freshmen	467	419	542	462	405	532	468	388	521
Seniors	476	396	539	491	386	587	491	415	556

SECTION 5: STUDENT EFFORT AND ENGAGEMENT

Student Effort Survey Responses (in percentages)

PERFORMANCE TASK

	No Effort At All	A Little Effort	A Moderate Amount of Effort	A Lot of Effort	My Best Effort
Freshmen	0	6	44	36	14
Seniors	9	18	45	22	6

SELECTED-RESPONSE QUESTIONS

	No Effort At All	A Little Effort	A Moderate Amount of Effort	A Lot of Effort	My Best Effort
Freshmen	4	14	40	32	10
Seniors	19	22	40	15	4

Student Engagement Survey Responses (in percentages)

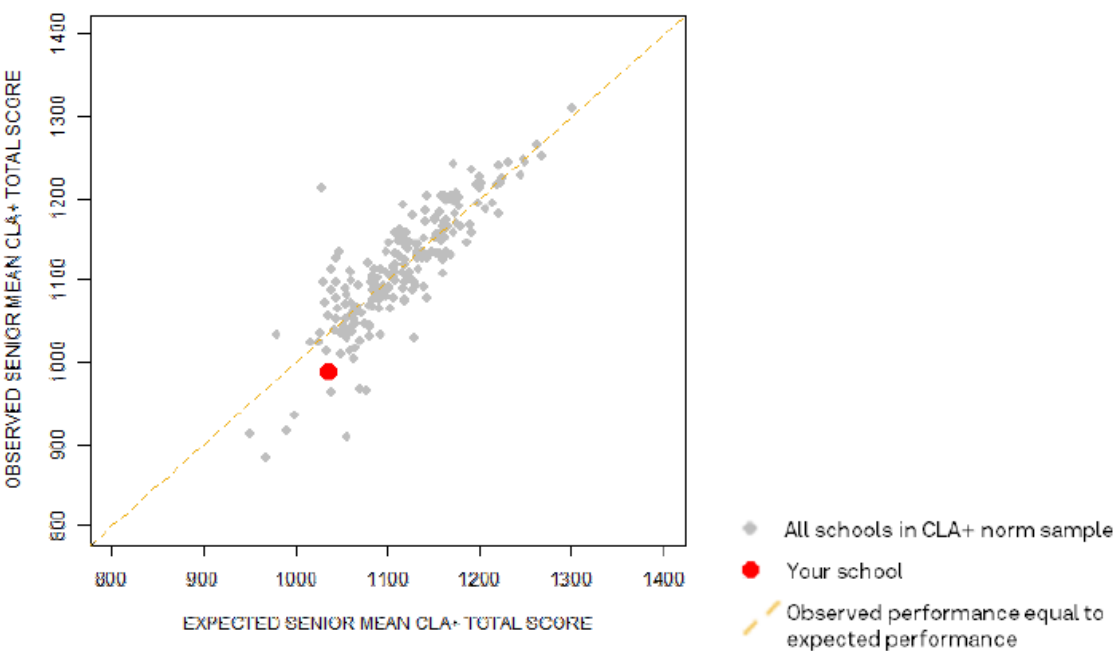
PERFORMANCE TASK

	Not At All Engaging	Slightly Engaging	Moderately Engaging	Very Engaging	Extremely Engaging
Freshmen	2	17	44	28	7
Seniors	25	23	32	15	5

SELECTED-RESPONSE QUESTIONS

	Not At All Engaging	Slightly Engaging	Moderately Engaging	Very Engaging	Extremely Engaging
Freshmen	12	28	40	18	2
Seniors	32	26	29	11	2

Expected vs. Observed CLA+ Total Scores



ETS® Proficiency Profile

Summary of Scaled Scores

To show the ability of the group taking the test

Schreiner University

Abbreviated

Test Description: Abbreviated Form B

Number of students tested: 56

Number of students included in these statistics: 55

Number of students excluded (see roster): 1

Cohort Name: TEST DATE: 2021-04-07

Close Date: 06/22/2021

Student Level: All

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	447.40	444 to 450	17.12	434	445	458
Skills Subscores:							
Critical Thinking	100 to 130	112.27	111 to 114	6.03	107	110	118
Reading	100 to 130	118.53	117 to 120	6.95	112	119	125
Writing	100 to 130	116.09	115 to 118	4.27	113	116	119
Mathematics	100 to 130	113.13	112 to 115	4.86	110	112	115
Context-Based Subscores:							
Humanities	100 to 130	114.40	113 to 116	6.13	108	115	119
Social Sciences	100 to 130	113.53	112 to 115	5.90	109	113	119
Natural Sciences	100 to 130	116.96	115 to 119	5.23	113	116	120

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The

confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 55.

ETS® Proficiency Profile

Scaled Score Distributions Skills Subscores

Schreiner University

Abbreviated

Test Description: Abbreviated Form B

Number of students tested: 56

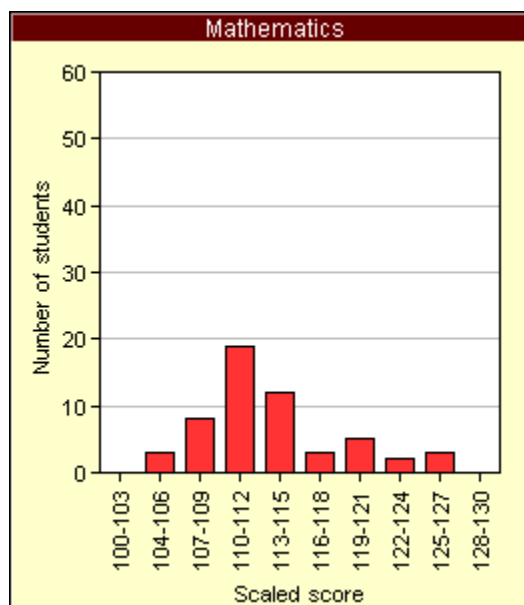
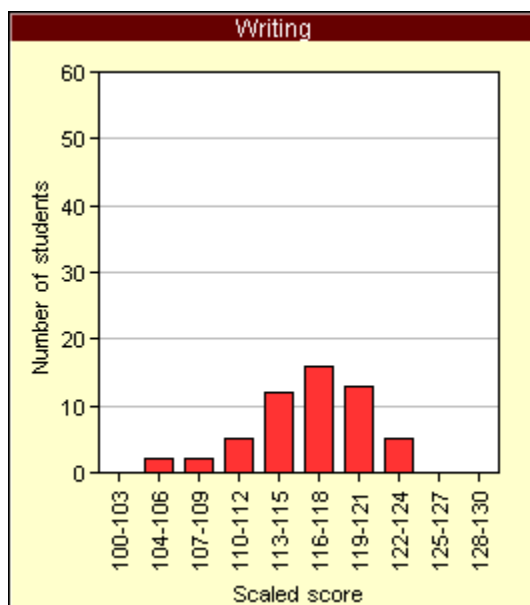
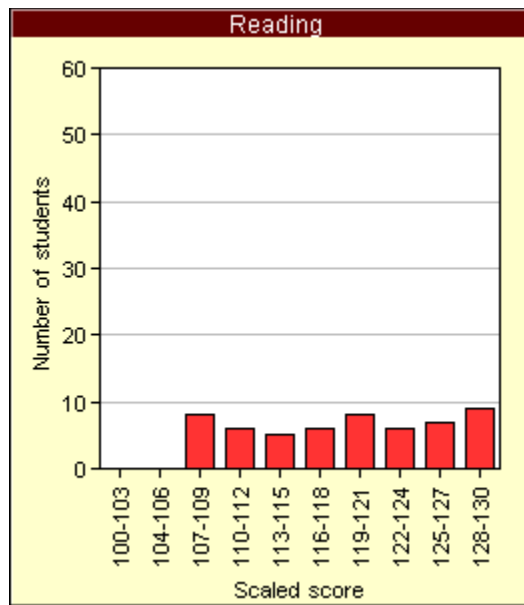
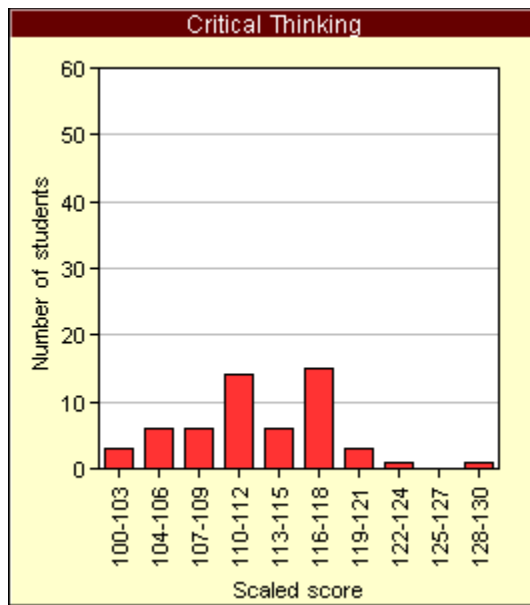
Number of students included in these statistics: 55

Number of students excluded (see roster): 1

Cohort Name: TEST DATE: 2021-04-07

Close Date: 06/22/2021

Student Level: All



ETS® Proficiency Profile

Scaled Score Distributions

Total

Schreiner University

Abbreviated

Test Description: Abbreviated Form B

Number of students tested: 56

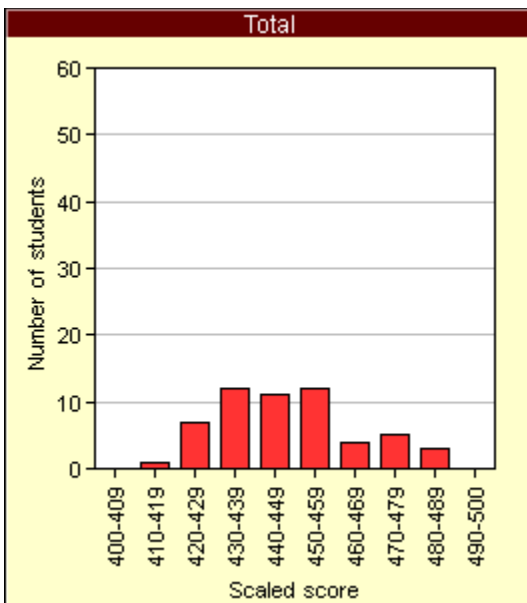
Number of students included in these statistics: 55

Number of students excluded (see roster): 1

Cohort Name: TEST DATE: 2021-04-07

Close Date: 06/22/2021

Student Level: All



November 25, 2024

Via Email with delivery/read receipt

Dr. Neva Cramer
Schreiner University
2100 Memorial Blvd
Kerrville, TX 78028

Dear Dr. Cramer:

This is official notification that TEA staff will recommend that your program be assigned the following status under the Accountability System for Educator Preparation (ASEP) at the February 14, 2025 State Board for Educator Certification (SBEC) meeting:

Accredited

This recommended accreditation status is based on 2023-2024 academic year data, reflected in the attachment, and the rules currently in effect to determine accreditation ratings.

Once the recommendation is approved by the SBEC, the status will be effective from the date SBEC approves it until SBEC approves the next annual accreditation ratings based on 2024-2025 academic year data. After the SBEC takes action on this recommendation, TEA staff will post accreditation statuses for all educator preparation programs (EPPs) on the Educator Preparation Program Dashboards, accessible from the [Consumer Information webpage](#).

The accreditation status is determined as described in §229.4(b), using the methodology detailed in Figure:19 TAC §229.1(c). Attachment II provides detailed calculations for your EPP.

The recommended status is due to your EPP meeting the standard described in §229.4(b)(1) with an ASEP Index score of 92.

Per §229.5(c), if candidates in an individual certification class or category fail to meet the performance standard on the content pedagogy examinations for three consecutive years, the approval to offer that class or category shall be revoked. The table below presents those certification classes or categories that did not meet the standard in 2023-2024, along with prior results. If this reads "No Data", there were no certification classes or categories that did not meet the standard in 2023-2024.

Certification Class or Category	Certification Exam	2023-2024 Standing	2023-2024 Result	2022-2023 Result	2021-2022 Result
Music EC-12	Music EC-12	Did Not Meet Standard (Year 1)	Did not meet Standard	Small Group Exception	Small Group Exception

Per 19 TAC §229.4(a), the ASEP data collected in 2023-2024 was used for the determination of accreditation statuses. These data were gathered from our systems using our standard processes and analyses. These data are provided in Attachment I. Please note: per 19 TAC §229.4(c), the small-group aggregation was performed this year, using data from the 2022-2023 and 2021-2022 academic years as available. The tables in Attachment I provide an indicator of the number years of data used in the evaluation. If the small group aggregation was performed, this column indicates if there are 2 or 3 years of data included in the totals. Please see the ASEP manual for additional details.

Please share this information with appropriate members of your staff. If you have any questions regarding this notification, please contact me at Mark.Olofson@TEA.Texas.gov.

Sincerely,

Mark Olofson
Director, Educator Data, Research, and Strategy

cc: Jessica McLoughlin, Associate Commissioner, Educator Preparation, Certification, and Enforcement

cc: Marilyn Cook, Senior Director, Educator Preparation and Certification

cc: Jennifer Gonzalez, Educator Preparation Specialist, Educator Preparation and Certification

Attachment I: Educator Preparation Program 2023-2024 Academic Year ASEP Results

Attachment II: ASEP Index Calculations for 2023-2024

ATTACHMENT I

Schreiner University 2023-2024 Academic Year ASEP Results

Indicator	Total Met Standard	Total Evaluated	Percent Met Standard	Years of Data Evaluated	Evaluation Outcome
1a. Pedagogy Exams	-	-	SBEC approved standard: 85	-	-
All (1)	30	33	91	1	Met Standard
Female (2)	25	27	93	1	Met Standard
Male (3)	7	10	70	3	Did Not Meet Standard
African American (4)	3	3	100	1	Small Group Exception
Hispanic (5)	13	15	87	2	Met Standard
Other (6)	2	2	100	1	Small Group Exception
White (7)	17	19	89	1	Met Standard
1b. Content Pedagogy Exams	-	-	SBEC approved standard: 75	-	-
All (1)	31	33	94	1	Met Standard
Female (2)	27	28	96	1	Met Standard
Male (3)	20	23	87	3	Met Standard
African American (4)	12	12	100	3	Met Standard
Hispanic (5)	16	19	84	2	Met Standard
Other (6)	2	2	100	1	Small Group Exception
White (7)	18	19	95	1	Met Standard
2. Principal Survey	-	-	SBEC approved standard: 70	-	-
All (1)	9	13	69	2	Did Not Meet Standard
Female (2)	14	17	82	3	Met Standard
Male (3)	--	--	--	0	No Data
African American (4)	--	--	--	0	No Data
Hispanic (5)	5	7	71	3	Met Standard
Other (6)	--	--	--	0	No Data
White (7)	12	15	80	3	Met Standard
3. Student Growth	-	-	SBEC approved standard: 70	-	-
All (1)	5	5	100	1	Report Only Year
Female (2)	4	4	100	1	Report Only Year
Male (3)	1	1	100	1	Report Only Year
African American (4)	--	--	--	0	Report Only Year
Hispanic (5)	--	--	--	0	Report Only Year
Other (6)	--	--	--	0	Report Only Year
White (7)	5	5	100	1	Report Only Year
4a. Field Supervision - Observations	-	-	SBEC approved standard: 95	-	-
All (1)	5	5	100	1	Met Standard
Female (2)	4	4	100	1	Met Standard
Male (3)	1	1	100	1	Met Standard
African American (4)	1	1	100	1	Met Standard
Hispanic (5)	1	1	100	1	Met Standard
Other (6)	--	--	--	0	No Data
White (7)	3	3	100	1	Met Standard
4b. Field Supervision – Exit Survey	-	-	SBEC approved standard: 90	-	-
ALL (1)	14	15	93	2	Met Standard
Female (2)	18	20	90	2	Met Standard

Male (3)	4	4	100	2	Small Group Exception
African American (4)	--	--	--	0	No Data
Hispanic (5)	6	6	100	2	Small Group Exception
Other (6)	--	--	--	0	No Data
White (7)	16	17	94	2	Met Standard
5. Teacher Survey	-	-	SBEC approved standard: 70	-	-
ALL (1)	10	14	71	3	Met Standard
Female (2)	8	11	73	3	Met Standard
Male (3)	--	--	--	0	No Data
African American (4)	--	--	--	0	No Data
Hispanic (5)	3	5	60	3	Did Not Meet Standard
Other (6)	--	--	--	0	No Data
White (7)	7	9	78	3	Met Standard

For more information about all calculations please see the ASEP Manual. Numbers that end with a decimal value of .4999 or less were rounded down; numbers that end with a decimal value of .5000 or more were rounded up.

Per 19 TAC 229.4(a)(4)(A) and 229.5(c)(4), when evaluating Indicator 4a or any 3-year small group aggregation, if the group fails to meet the standard but only has one candidate who did not meet the standard, then the group is considered to have met the standard.

The table below presents pass rate information for content pedagogy tests. These pass rates are evaluated under 19 TAC 229.5(c) at the individual certification class or category level.

Indicator	Total Met Standard	Total Evaluated	Percent Met Standard	Years of Data Evaluated	Evaluation Outcome
Certification Class and Category Exams	-	-	SBEC Approved Standard: 75	-	-
Core Subjects EC-6	14	16	88	3	Met Standard
Life Science 7-12	3	3	100	3	Met Standard
Music EC-12	2	5	40	3	Did not meet Standard
Physical Education EC-12	7	7	100	3	Met Standard
Principal as Instructional Leader	22	22	100	1	Met Standard
STR for Core Subjects EC-6	8	8	100	2	Small Group Exception

For more information about all calculations please see the ASEP Manual. Numbers that end with a decimal value of .4999 or less were rounded down; numbers that end with a decimal value of .5000 or more were rounded up.

Per 19 TAC 229.4(a)(4)(A) and 229.5(c)(4), when evaluating Indicator 4a or any 3-year small group aggregation, if the group fails to meet the standard but only has one candidate who did not meet the standard, then the group is considered to have met the standard.

ATTACHMENT II

Educator Preparation Program 2023-2024 ASEP Index Results

As directed in 19 TAC §229.4(b) and fully described in Chapter 9 of the ASEP manual, the ASEP Index score is calculated for the determination of recommended statuses. This scoring system uses data from the ASEP Indicators along with differential weights to determine the total number of points possible for an EPP based on the data present and the total number of points achieved.

The total number of points achieved is calculated based on the EPP performance in each measure for each group.

Performance	Value
Met Standard	1
Did Not Meet Standard and Met Standard within the two most recent prior years	0
No Data / Small Group Exception	<blank>
Did Not Meet Standard and Did Not Meet Standard in the two most recent prior years for which the EPP had actionable data	-1

The table below presents the measure weights.

ASEP Measure	Weight
1a: Certification examination results for pedagogy tests	4
1b: Certification examination results for content pedagogy tests	2
2: Principal survey	1
3: Improvement in student achievement of students taught by beginning teachers	3
4a: Frequency and duration of field observations	3
4b: Quality of field supervision	3
5: Teacher Survey	2

The table below presents the demographic group weights.

Group	Weight
All	6
Female	1
Male	1
African American	1
Hispanic / Latino	1
Other	1
White	1

A. All Points Table: We multiply each cell by the corresponding measure weight and demographic weight to calculate the maximum points in each cell.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Pedagogy Exams	24	4	4	4	4	4	4
1b: Content Pedagogy Exams	12	2	2	2	2	2	2
2: Principal Survey	6	1	1	1	1	1	1
3: Student Growth	Report Only						
4a: Observations	18	3	3	3	3	3	3
4b: Exit Survey	18	3	3	3	3	3	3
5: Teacher Survey	12	2	2	2	2	2	2

B. Evaluation Results Table: We evaluate all EPPs and share the result of each cell evaluation. This takes on values of Met Standard, Did Not Meet Standard, Did Not Meet Standard (Year 3), Small Group Exception, or No Data.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Pedagogy Exams	Met Standard	Met Standard	Did Not Meet Standard	Small Group Exception	Met Standard	Small Group Exception	Met Standard
1b: Content Pedagogy Exams	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Small Group Exception	Met Standard
2: Principal Survey	Did Not Meet Standard	Met Standard	No Data	No Data	Met Standard	No Data	Met Standard
3: Student Growth	Report Only						
4a: Observations	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	No Data	Met Standard
4b: Exit Survey	Met Standard	Met Standard	Small Group Exception	No Data	Small Group Exception	No Data	Met Standard
5: Teacher Survey	Met Standard	Met Standard	No Data	No Data	Did Not Meet Standard	No Data	Met Standard

C. Used for Evaluation Table: We review the evaluation result for the cell to determine whether points are calculated for a cell. This takes on a value of Yes when there is data for evaluation and a No when there is not data for evaluation.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Pedagogy Exams	Yes	Yes	Yes	No	Yes	No	Yes

1b: Content Pedagogy Exams	Yes	Yes	Yes	Yes	Yes	No	Yes
2: Principal Survey	Yes	Yes	No	No	Yes	No	Yes
3: Student Growth	Report Only						
4a: Observations	Yes	Yes	Yes	Yes	Yes	No	Yes
4b: Exit Survey	Yes	Yes	No	No	No	No	Yes
5: Teacher Survey	Yes	Yes	No	No	Yes	No	Yes

D. Points Earned Table: We use any cell that is a “Yes” in the Used for Evaluation table to determine the points earned for your EPP in the 2023-2024 ASEP calculations.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Pedagogy Exams	24	4	0	--	4	--	4
1b: Content Pedagogy Exams	12	2	2	2	2	--	2
2: Principal Survey	0	1	--	--	1	--	1
3: Student Growth	Report Only						
4a: Observations	18	3	3	3	3	--	3
4b: Exit Survey	18	3	--	--	--	--	3
5: Teacher Survey	12	2	--	--	0	--	2

E. Points Possible Table: We use any cell that is a “Yes” in the Used for Evaluation table to determine the points possible for your EPP in the 2023-2024 ASEP calculations.

ASEP Measure	All	Female	Male	African American	Hispanic / Latino	Other	White
1a: Pedagogy Exams	24	4	4	--	4	--	4
1b: Content Pedagogy Exams	12	2	2	2	2	--	2
2: Principal Survey	6	1	--	--	1	--	1
3: Student Growth	Report Only						
4a: Observations	18	3	3	3	3	--	3
4b: Exit Survey	18	3	--	--	--	--	3
5: Teacher Survey	12	2	--	--	2	--	2

Add all the values in the **Points Earned Table (Table D)**: 134.

Add all the values in the **Points Possible Table (Table E)**: 146.

Divide Table D by Table E and multiple by 100. Round to nearest whole number.

Based on these calculations, your ASEP Index score is 92.

**Report of 2023 NCLEX-RN® Examination Pass Rates
For Professional Nursing Education Programs**

Summary:

The period for this pass rate report extends from January 1, 2023 through December 31, 2023 as the examination year was moved to a calendar year for professional nursing education programs per Board approval at the January 2021 meeting. The attached report provides final 2023 NCLEX-RN® examination pass rates of first-time test-takers from the professional nursing education programs in Texas as well as for clinical competency assessment programs operated out-of-state, for the purpose of meeting requirements of HB 2950 passed during the 85th regular session of the Texas Legislature. Programs with an asterisk (*) are recognized with commendations for their pass rates of 90% or above. New programs that have not had graduates are not included in the report. Rule 215.4(c) states that “Approval status is determined biennially by the Board on the basis of the program’s compliance audit, NCLEX-RN® examination pass rate, and other pertinent data”. Certificates of Approval are provided to all programs every two years and will next be provided in 2024.

Trends:

- The overall 2023 NCLEX-RN® examination pass rate for Texas programs was calculated to be 91.15% (13,788/15,127 candidates), which is above the national average of 88.56%.
- Texas is one of three states with more than 10,000 first-time candidates for the NCLEX-RN® examination. The other two states are California and Florida.
- Eighty-three professional nursing education programs in Texas experienced a ninety percent (90%) or higher 2023 NCLEX-RN® examination pass rate with 17 programs scoring 100%.
- Two professional programs may be required to submit a Self-Study Report for a pass rate below 80%.

The following table provides a comparison of Texas RN pass rates with the national average.

Year	2023	2022	2021	2020	2019
Average for Texas Programs	91.15% 13,788/15,127	84.28% 12,499/14,831	86.70% 13,293/15,333	91.00% 12,039/13,231	91.90% 11,905/12,954
National Average	88.56% 165,059/186,375	79.91% 150,214/187,986	82.13% 167,214/203,608	86.76% 151,617/174,750	88.07% 150,508/170,899

The final NCLEX-RN® report for 2023 follows. This report is for information only. No action is required.

**FIRST TIME RN CANDIDATES EDUCATED IN TEXAS
REGARDLESS OF STATE OF INITIAL LICENSURE
NCLEX-RN® for 2023 (January 1, 2023 – December 31, 2023)**

(* = Programs with pass rates over 90%)

Diploma Program	Location	First-Time Candidates Passed/Attempted	Exam Pass Rate for First-Time Candidates
Covenant School of Nursing US27308700	Lubbock	125/135	*92.59%
Diploma Totals		125/135	92.59%
ADN Programs	Location	First-Time Candidates Passed/Attempted	Exam Pass Rate for First-Time Candidates
Alvin Community College US27406000	Alvin	68/69	*98.55%
Amarillo College US27400000	Amarillo	161/180	89.44%
Angelina College US27400200	Lufkin	49/50	*98.00%
Austin Community College US27403200	Austin	292/316	*92.41%
Baptist Health System School of Health- US27407800	San Antonio	179/199	89.95%
Blinn College US27401500	Bryan	106/111	*95.50%
Brazosport College US27408200	Lake Jackson	19/19	*100%
Central Texas College US27400300	Killeen	54/65	83.08%
Cisco College US27407900	Abilene	48/49	*97.96%
Clarendon College US27409900	Pampa	35/38	*92.11%
Coastal Bend College US27408900	Beeville	65/84	77.38%
College of Nursing and Advanced Health Professions US27409300	Richardson	14/16	87.50%
College of the Mainland US27404000	Texas City	68/73	*93.15%
Collin College US27401600	McKinney	179/189	*94.71%
Dallas College at Brookhaven US27411200	Farmers Branch	53/56	*94.64%
Dallas College at El Centro US27406400	Dallas	148/183	80.87%
Dallas College at Mountain View US27407100	Dallas	37/45	82.22%

ADN Programs	Location	First-Time Candidates Passed/Attempted	Exam Pass Rate for First-Time Candidates
Del Mar College US27406200	Corpus Christi	165/182	*90.66%
ECPI University US27411100	San Antonio	8/8	*100%
El Paso Community College US27404400	El Paso	124/131	*94.66%
Galen College of Nursing US27407200	San Antonio	592/658	89.97%
Galveston College US27400400	Galveston	31/41	75.61%
Grayson College US27406100	Denison	92/107	85.98%
Hill College US27408000	Hillsboro	26/27	*96.30%
Houston Community College US27403600	Houston	117/157	74.52%
Howard College US27403900	Big Spring	23/23	*100.00%
Howard College – San Angelo US27410500	San Angelo	56/59	*94.92%
Kilgore College US27404700	Kilgore	36/36	*100%
Lamar State College – Orange US27401300	Orange	50/55	90.91%
Lamar State College – Port Arthur - US27410200	Port Arthur	16/16	*100%
Laredo College US27406300	Laredo	53/53	*100%
Lee College US27403500	Baytown	13/13	*100%
Lone Star College – Cyfair US27405100	Cypress	36/37	*97.30%
Lone Star College – Kingwood US27407600	Kingwood	93/97	*95.88%
Lone Star College – Montgomery - US27405200	Conroe	45/46	*97.83%
Lone Star College – North Harris - US27403700	Houston	77/82	*93.90%
Lone Star College – Tomball US27402300	Tomball	52/53	*98.11%
McLennan Community College US27400700	Waco	53/57	*92.98%
Midland College US27403400	Midland	48/52	*92.31%
Navarro College US27402500	Corsicana	76/82	*92.68%
North Central Texas College US27404600	Gainesville	73/78	*93.59%
Northeast Texas Community College - US27401400	Mt. Pleasant	55/57	*96.49%

ADN Programs	Location	First-Time Candidates Passed/Attempted	Exam Pass Rate for First-Time Candidates
Odessa College US27406700	Odessa	63/67	*94.03%
Panola College US27401900	Carthage	46/50	*92.00%
Paris Junior College US27400100	Paris	46/59	77.97%
Ranger College US27406500	Early	36/36	*100%
Rio Grande Valley College US27410800	Pharr	48/54	88.89%
San Antonio College US27400800	San Antonio	198/223	88.79%
San Jacinto College-Central US27406600	Pasadena	191/199	*95.98%
San Jacinto College-South US27402000	Houston	48/49	*97.96%
South Plains College US27401100	Levelland	83/105	79.05%
South Texas College US27402700	McAllen	168/184	*91.30%
Southwest Texas Junior College - US27407000	Del Rio	38/39	*97.44%
Southwest University US27410600	El Paso	36/40	*90.00%
St. Philip's College US27410400	San Antonio	16/18	88.89%
Tarrant County College US27400900	Fort Worth	255/303	84.16%
Temple College US27408500	Temple	86/90	*95.56%
Texarkana College US27406800	Texarkana	90/95	*94.74%
Texas Southmost College US27410900	Brownsville	No candidates	N/A
Texas State Technical College- Harlingen - US27410700	Harlingen	39/55	70.91%
Texas State Technical College- West Texas - US27405800	Sweetwater	33/39	84.62%
The College of Health Care Professions - US27410000	Houston	25/30	83.33%
Trinity Valley Community College - US27403100	Kaufman	125/135	*92.59%
Tyler Junior College US27403300	Tyler	134/136	*98.53%
Vernon College US27401700	Vernon	73/76	*96.05%
Victoria College US27404100	Victoria	84/84	*100%
Weatherford College US27407500	Weatherford	136/153	88.89%

ADN Programs	Location	First-Time Candidates Passed/Attempted	Exam Pass Rate for First-Time Candidates
Wharton County Junior College US27404900	Wharton	41/41	100%
ADN Programs Total		5723/6309	90.71%
BSN Programs	Location	First-Time Candidates Passed/Attempted	Exam Pass Rate for First-Time Candidates
Abilene Christian University US27502100	Abilene	55/55	*100%
Angelo State University US27501400	San Angelo	67/75	89.33%
Arizona College of Nursing US27511100	Dallas	37/39	*94.87%
Baylor University US27505300	Dallas	346/367	*94.28%
Chamberlain College of Nursing US27500700	Houston	149/182	81.87%
Chamberlain College of Nursing US27510700	Irving	114/141	80.85%
Chamberlain College of Nursing US27510600	Pearland	136/174	78.16%
Chamberlain College of Nursing US27511400	San Antonio	56/64	87.50%
Concordia University US27505700	Austin	230/288	79.86%
East Texas Baptist University US27500900	Marshall	32/43	74.42%
Galen College of Nursing US27510800	San Antonio	109/118	*92.37%
Hallmark University US27510900	San Antonio	46/47	*97.87%
Houston Christian University US27504900	Houston	47/48	*97.92%
Howard Payne University US27511000	Brownwood	4/4	*100%
Lamar University US27503800	Beaumont	93/95	*97.89%
LeTourneau University US27510200	Longview	14/14	*100%
Midwestern State University US27500200	Wichita Falls	71/86	82.56%
Patty Hanks Shelton School of Nursing - US27503700	Abilene	24/25	*96.00%
Prairie View A&M University US27508400	Houston	98/116	84.48%
Sam Houston State University US27505500	Huntsville	147/157	*93.63%
Schreiner University US27511200	Kerrville	15/15	*100%

BSN Programs	Location	First-Time Candidates Passed/Attempted	Exam Pass Rate for First-Time Candidates
South University US27510100	Austin	23/39	58.97%
Southwestern Adventist University - US27502000	Keene	56/64	87.50%
Stephen F. Austin State University - US27503000	Nacogdoches	109/112	*97.32%
Sul Ross University US27511700	Alpine	2/5	40.00%
Tarleton State University US27500800	Stephenville	154/206	74.76%
Texas A&M HSC College of Nursing - US27501000	Bryan	225/229	*98.25%
Texas A&M International University - US27501900	Laredo	90/97	*92.78%
Texas A&M University Commerce - US27501700	Commerce	33/33	*100%
Texas A&M University US27500400	Corpus Christi	190/211	*90.05%
Texas A&M University US27510500	Texarkana	10/11	*90.91%
Texas Christian University US27509700	Fort Worth	163/167	*97.60%
Texas Lutheran University US27509900	Seguin	81/93	87.10%
Texas State University US27500600	Round Rock	76/76	*100%
Texas Tech HSC – Gayle Greave Hunt SON US27504400	El Paso	125/146	85.62%
Texas Tech HSC SON US27503600	Lubbock	552/582	*94.85%
Texas Woman's University US27507200	Denton	418/442	*94.57%
University of Houston College of Nursing - US27502500	Sugar Land	75/81	*92.59%
University of the Incarnate Word US27508100	San Antonio	125/129	*96.90%
University of Mary Hardin Baylor - US27504700	Belton	118/125	94.40%
University of St. Thomas Accelerated BSN - US27511600	Houston	182/216	84.26%
University of St. Thomas SON US27501200	Houston	48/51	*94.12%
University of Texas at Arlington US27504300	Arlington	771/826	*93.34%
University of Texas at Austin US27509000	Austin	113/126	89.68%
University of Texas at El Paso US27504200	El Paso	302/313	*96.49%
University of Texas Permian Basin US27502300	Odessa	27/37	72.97%

BSN Programs	Location	First-Time Candidates Passed/Attempted	Exam Pass Rate for First-Time Candidates
University of Texas Rio Grande Valley - US27500500	Edinburg	155/173	89.60%
University of Texas at Tyler US27504800	Tyler	407/428	*95.09%
University of Texas Health Science Center at Houston US27503500	Houston	293/311	*94.21%
University of Texas Health Science Center at San Antonio US27503900	San Antonio	274/290	*94.48%
University of Texas Medical Branch at Galveston US27504100	Galveston	288/290	*99.31%
Wayland Baptist University US27510400	San Antonio	7/8	87.50%
West Coast University Texas US27501600	Dallas	225/248	*90.73%
West Texas A&M University US27504600	Canyon	89/95	*93.68%
Western Governors University US27505600	Austin	136/153	88.89%
Western Technical College - US27511300	El Paso	41/47	87.23%
BSN Programs Total		7873/8613	91.41%
MSN Programs	Location	First-Time Candidates Passed/Attempted	Exam Pass Rate for First-Time Candidates
Texas Lutheran Direct Entry US27511800	Seguin	23/23	*100.00%
University of Texas at Austin Alternate Entry MSN	Austin	44/47	*93.62%
MSN Total		67/70	95.71%
Grand Total for Texas		13,788/15,127	91.15%
National Average	(reported by NCSBN)	165,059/186,375	88.56%

ADN Program	Location	First-Time Candidates Passed/Attempted	Exam Pass Rate for First-Time Candidates
Excelsior College	Albany, New York	520/686	75.80%

HB 2950 passed during the 85th Regular Legislative Session amended the Nursing Practice Act, Section 301.157(d-11) to cause the Board to monitor NCLEX-RN® pass rates for clinical competency assessment programs operated out-of-state as a means to determine substantive equivalence to Board standards. The Nursing Practice Act, Section 301.157(d-1) allows a school of nursing or educational program to be

considered approved by the board and, except as provided by Subsection (d-7), is exempt from board rules that require ongoing approval if the school or program: (1) is accredited and maintains accreditation through a national nursing accrediting agency selected by the board under Subsection (b)(5); and (2) maintains acceptable pass rate as determined by the board on the applicable licensing examination under this chapter. Excelsior College was denied continued accreditation from the Accreditation Commission for Education in Nursing in March 2020. Following an appeal hearing of the decision, Excelsior College has voluntarily withdrawn accreditation of the program effective May 11, 2021, and Excelsior students who graduate after that date will be required to fulfill additional requirements to become eligible for a Texas license [Rule 217.2(C-E)].

Customized **IPEDS DATA FEEDBACK REPORT 2023**

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<https://nces.ed.gov/collegenavigator/>), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at <https://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2022-23 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists your selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2023 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2023 report, visit this resource page <https://nces.ed.gov/ipeds/Help/View/2>. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website <https://nces.ed.gov/ipeds> and click on Data Feedback Report.

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's indicators. For this report, you specified a custom comparison group.

The custom comparison group chosen by Schreiner University includes the following 24 institutions:

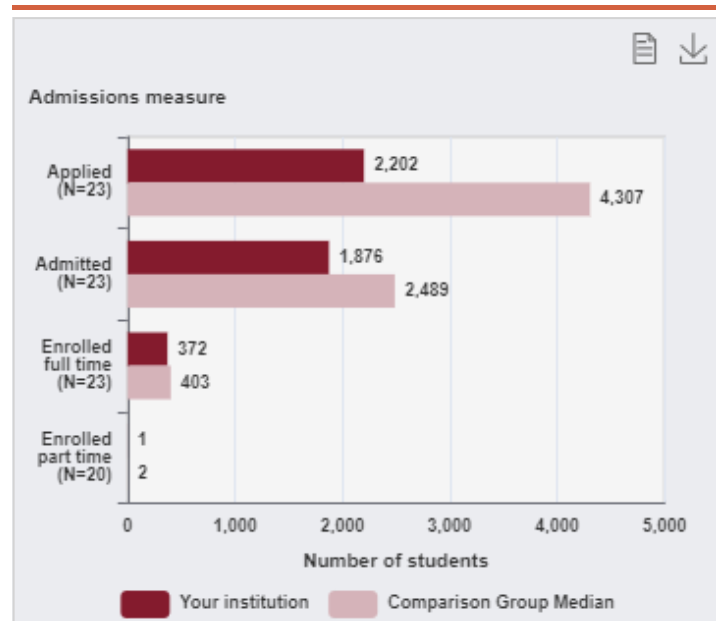
- ▶ [Abilene Christian University](#) (Abilene, TX)
- ▶ [Austin College](#) (Sherman, TX)
- ▶ [Concordia University Texas](#) (Austin, TX)
- ▶ [Dallas Baptist University](#) (Dallas, TX)
- ▶ [East Texas Baptist University](#) (Marshall, TX)
- ▶ [Hardin-Simmons University](#) (Abilene, TX)
- ▶ [Houston Baptist University](#) (Houston, TX)
- ▶ [Howard Payne University](#) (Brownwood, TX)
- ▶ [Huston-Tillotson University](#) (Austin, TX)
- ▶ [LeTourneau University](#) (Longview, TX)
- ▶ [Lubbock Christian University](#) (Lubbock, TX)
- ▶ [McMurry University](#) (Abilene, TX)
- ▶ [Our Lady of the Lake University](#) (San Antonio, TX)
- ▶ [Saint Edward's University](#) (Austin, TX)
- ▶ [Southwestern University](#) (Georgetown, TX)
- ▶ [St. Mary's University](#) (San Antonio, TX)
- ▶ [Texas Lutheran University](#) (Seguin, TX)
- ▶ [Texas Wesleyan University](#) (Fort Worth, TX)
- ▶ [Trinity University](#) (San Antonio, TX)
- ▶ [University of Dallas](#) (Irving, TX)
- ▶ [University of Mary Hardin-Baylor](#) (Belton, TX)
- ▶ [University of St Thomas](#) (Houston, TX)
- ▶ [University of the Incarnate Word](#) (San Antonio, TX)
- ▶ [Wayland Baptist University](#) (Plainview, TX)

The figures in this report have been organized and ordered into the following topic areas:

Topic Area	Figures	Pages
1) Admissions (only for non-open-admissions schools)	1 and 2	3
2) Student Enrollment	3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13	3, 4, 5 and 6
3) Awards	14 and 15	7
4) Charges and Net Price	16 and 17	7
5) Student Financial Aid	18, 19, 20, 21, 22 and 23	8 and 9
6) Military Benefits*	24 and 25	9
7) Retention and Graduation Rates	26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36 and 37	10, 11, 12, 13 and 14
8) Finance	38, 39, 40, 41, 42 and 43	14, 15 and 16
9) Staff	44, 45 and 46	16 and 17
10) Libraries*	47 and 48	17

*These figures only appear in customized Data Feedback Reports (DFRs), which are available through Use the Data portal on the IPEDS website.

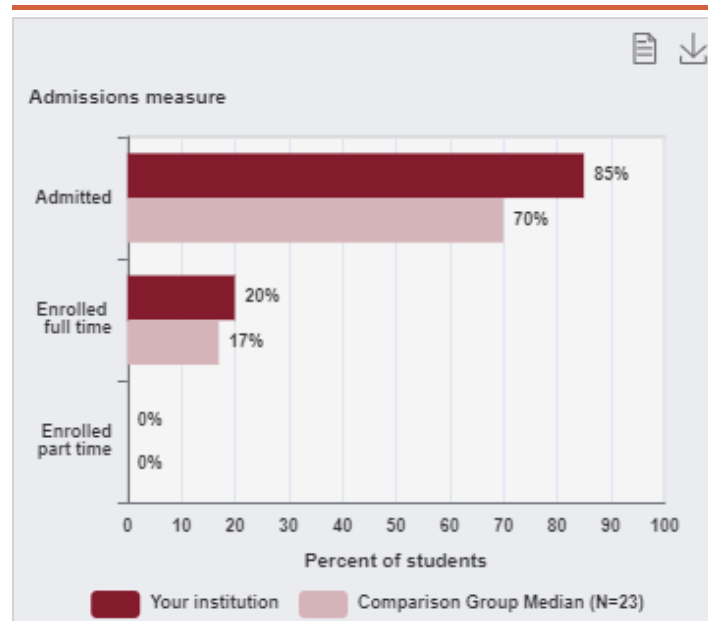
Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full-time and part-time: Fall 2022



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Admissions survey component.

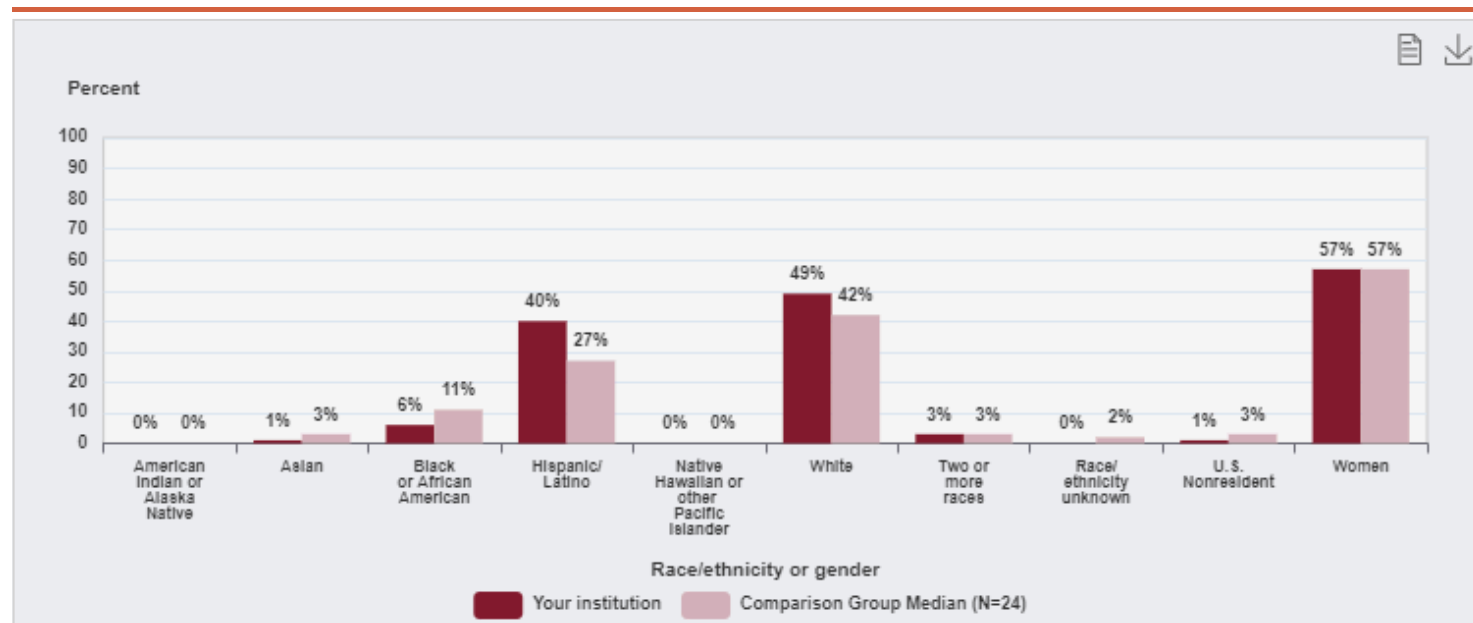
Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admitted students enrolled full-time and part-time: Fall 2022



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Admissions survey component.

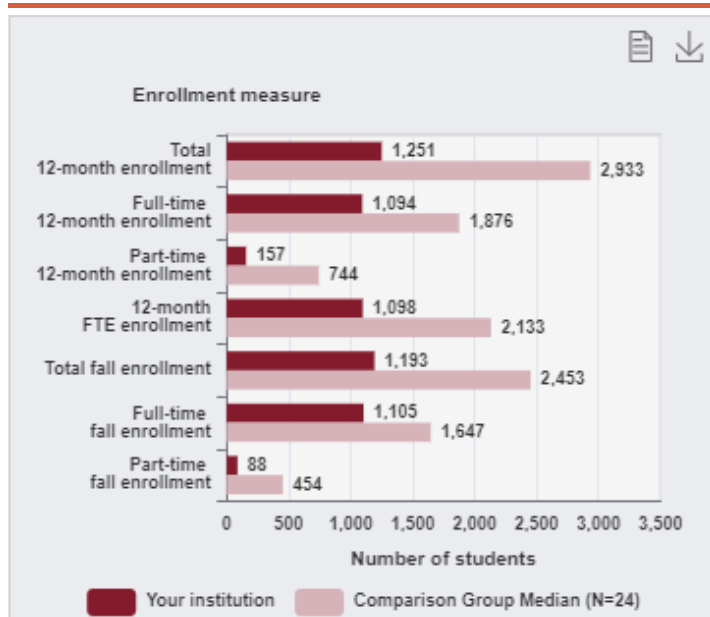
Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2022



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

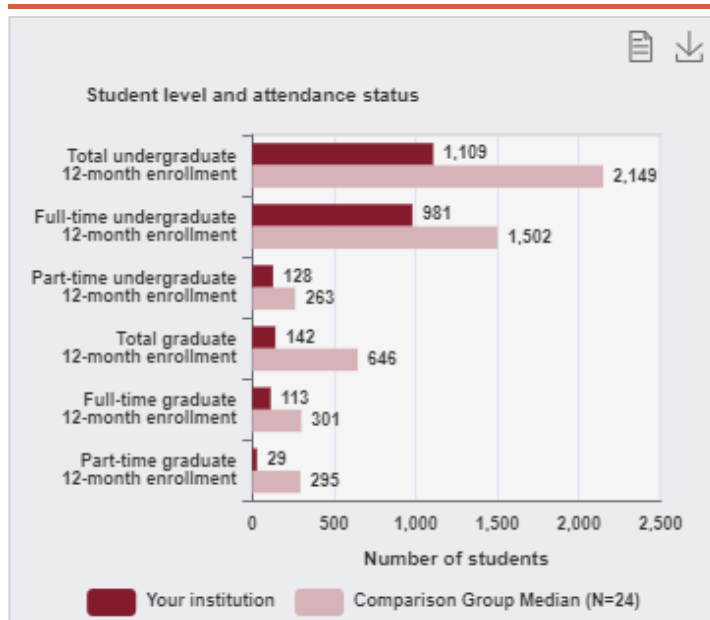
Figure 4. Total 12-month enrollment, full-time and part-time 12-month enrollment, 12-month FTE enrollment (2021-22), and total fall enrollment, full-time and part-time fall enrollment (Fall 2022)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component and Spring 2023, Fall Enrollment survey component.

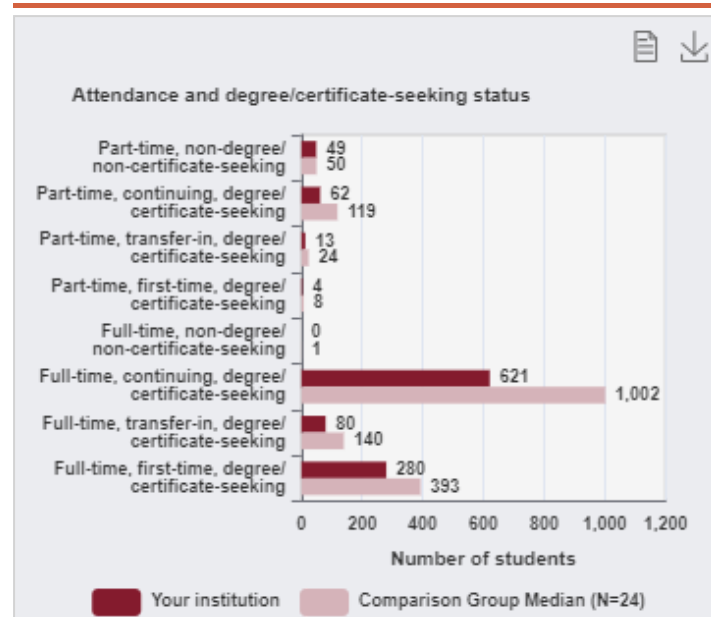
Figure 6. Total 12-month enrollment undergraduate and graduate headcount, by student level and attendance status: 2021-22



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component.

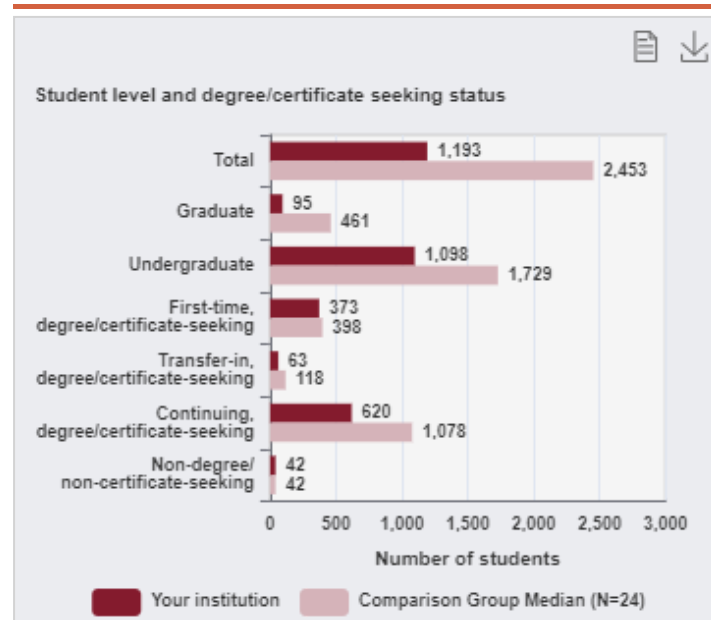
Figure 5. Total 12-month enrollment, by attendance and degree/certificate-seeking status: 2021-22



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component.

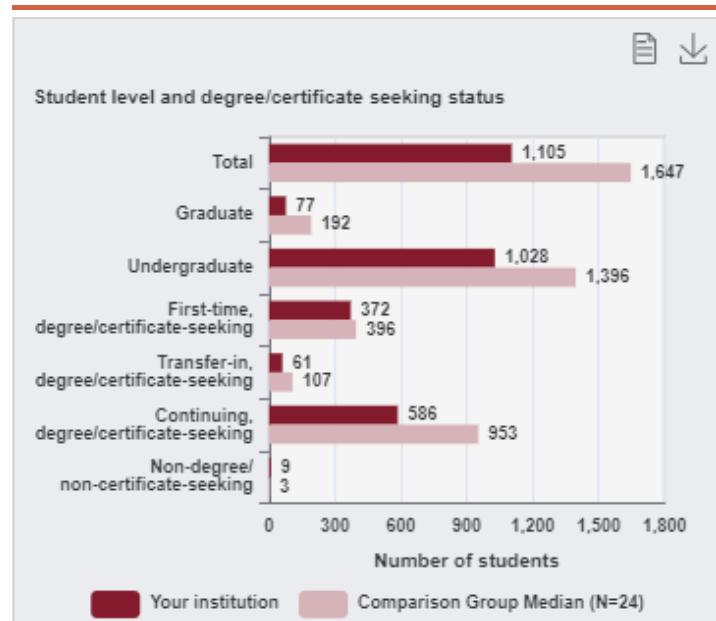
Figure 7. Enrollment by student level and degree/certificate seeking status: Fall 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

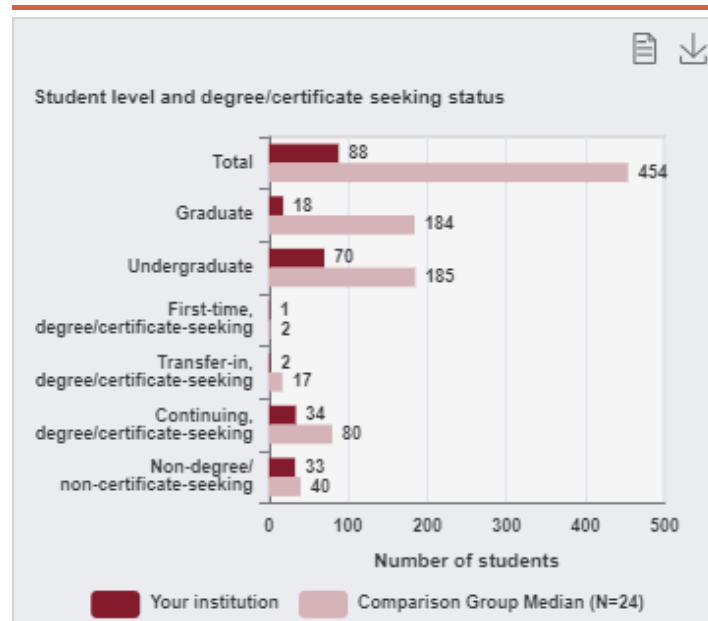
Figure 8. Full-time enrollment by student level and degree/certificate seeking status: Fall 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

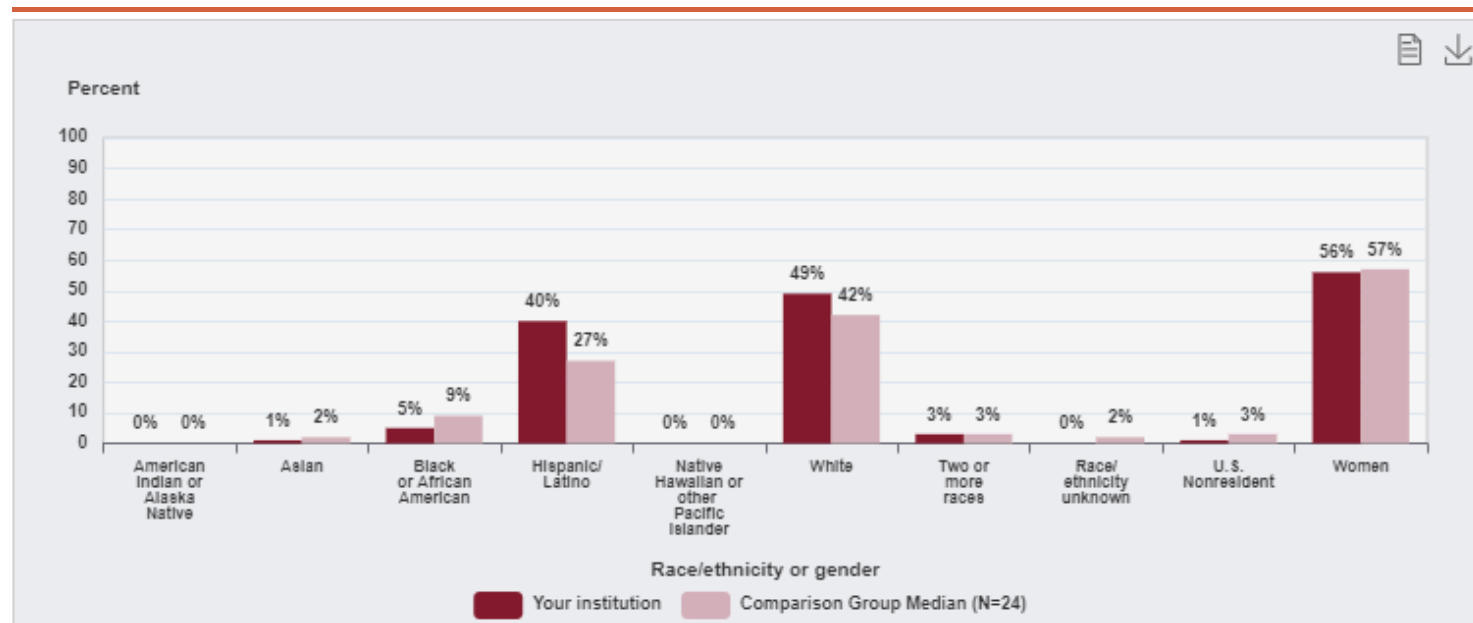
Figure 9. Part-time enrollment by student level and degree/certificate seeking status: Fall 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

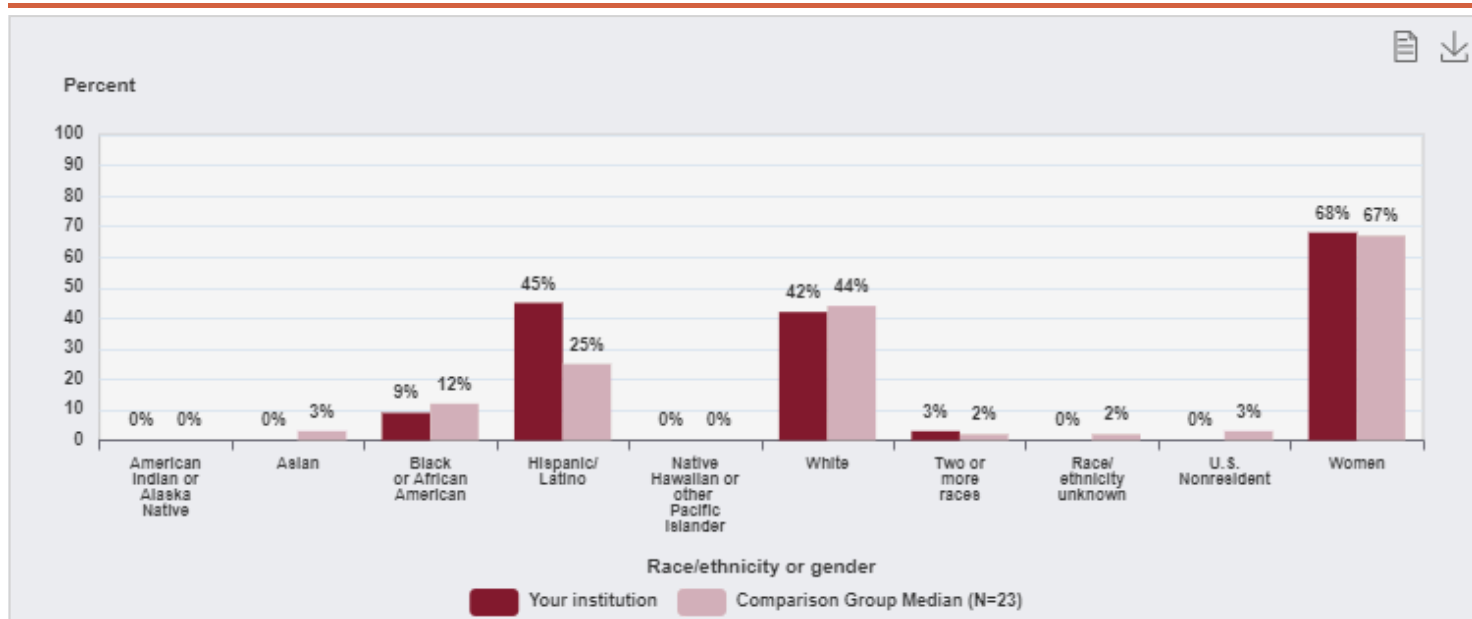
Figure 10. Percent of all undergraduate students enrolled, by race/ethnicity, and percent of students who are women: Fall 2022



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

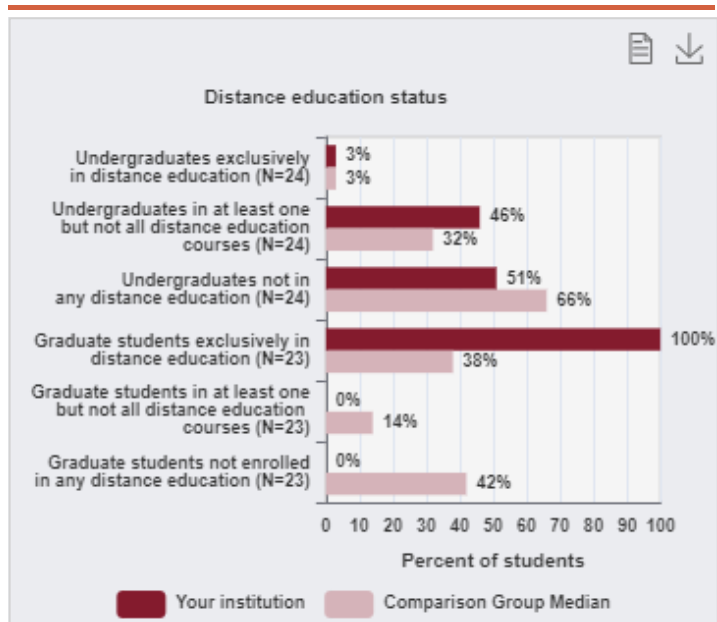
Figure 11. Percent of all graduate students enrolled, by race/ethnicity, and percent of students who are women: Fall 2022



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

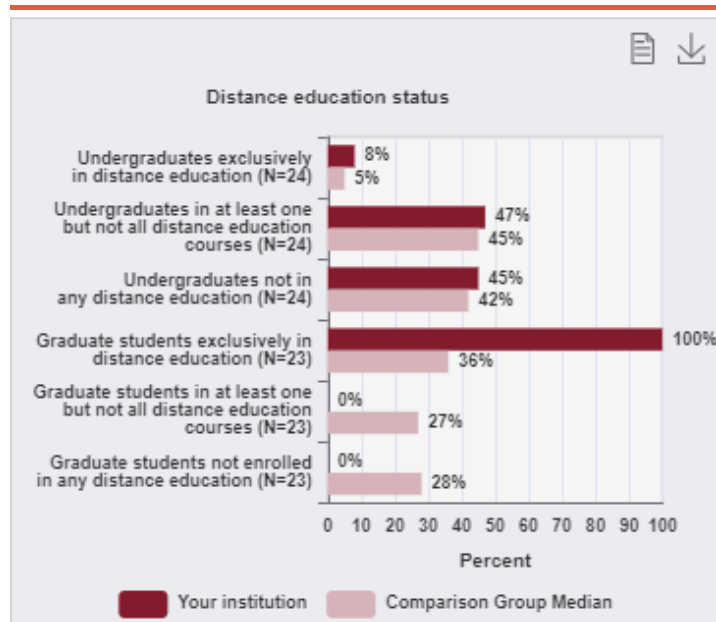
Figure 12. Percent of students enrolled in distance education courses, by distance education status and student level: Fall 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

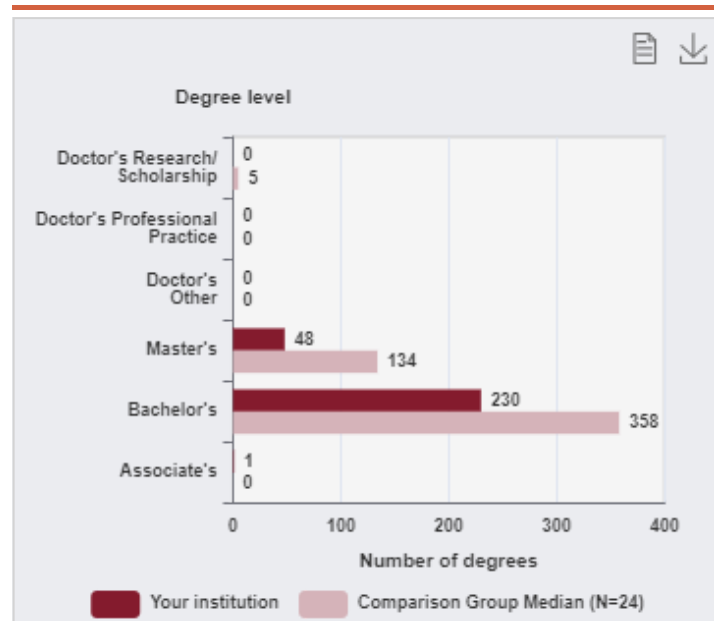
Figure 13. Percent of students enrolled in distance education courses, by distance education status and student level: 2021-22



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component.

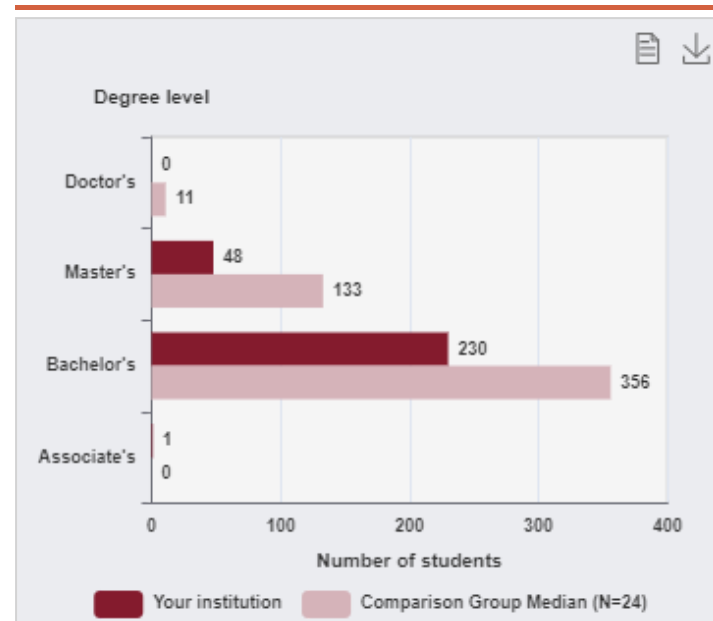
Figure 14. Number of degrees awarded, by level: 2021-22



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Completions survey component.

Figure 15. Number of students completing a degree, by level: 2021-22



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Completions survey component.

Figure 16. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduate students: Academic years 2019-20 to 2022-23



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Institutional Characteristics survey component.

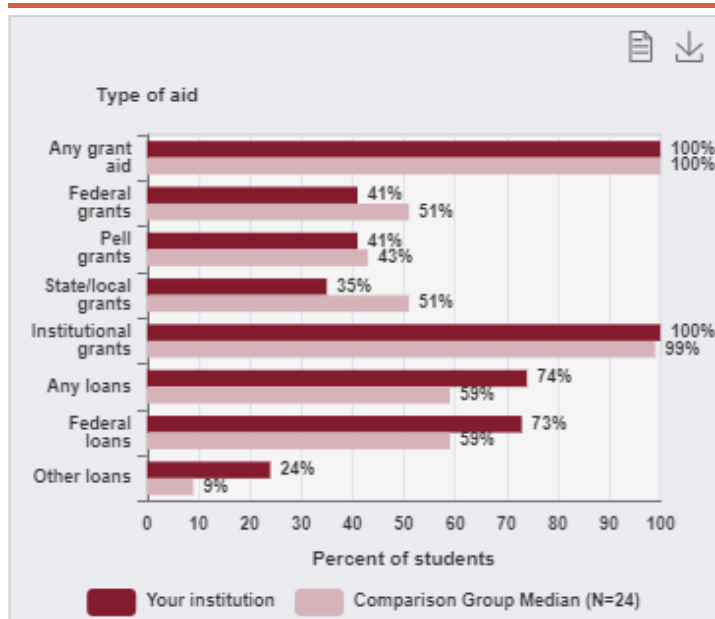
Figure 17. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: Academic years 2019-20 to 2021-22



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Institutional Characteristics survey component and Winter 2022-23, Student Financial Aid survey component.

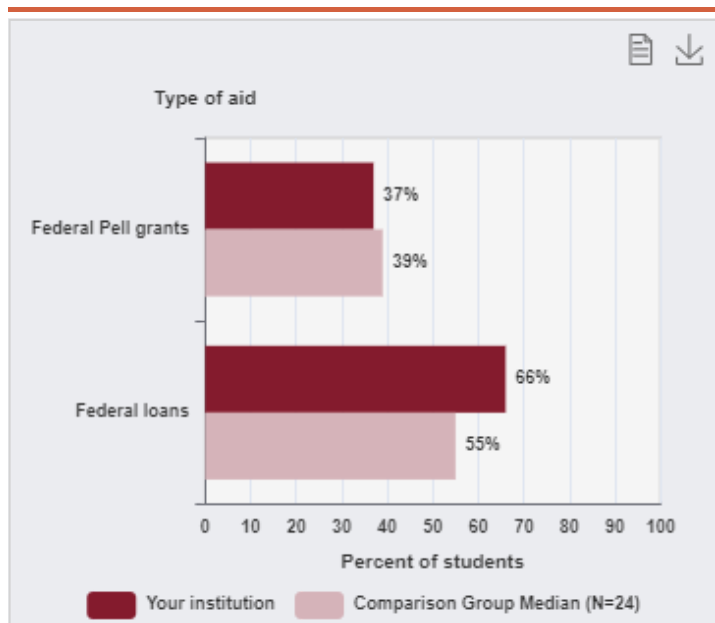
Figure 18. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: Academic year 2021-22



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

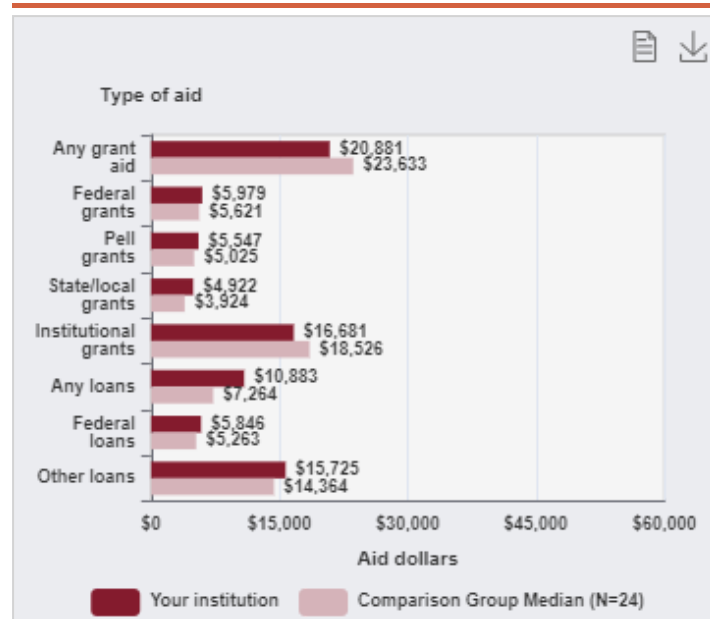
Figure 20. Percent of degree/certificate-seeking undergraduate students awarded Federal Pell grants and Federal Student loans : Academic year 2021-22



NOTE: Federal loans include federal loans awarded to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

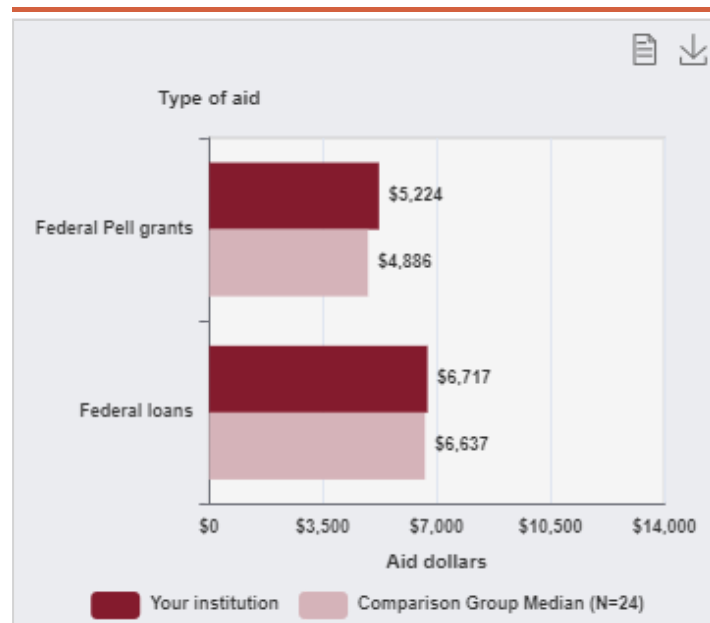
Figure 19. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: Academic year 2021-22



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

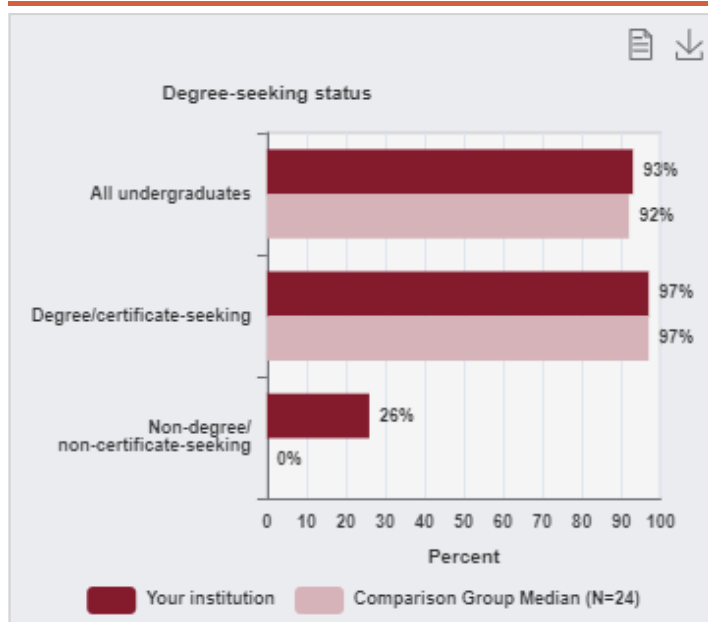
Figure 21. Average amount of Federal Pell grants and Federal Student loans awarded to degree/certificate-seeking undergraduate students: Academic year 2021-22



NOTE: Federal loans include federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

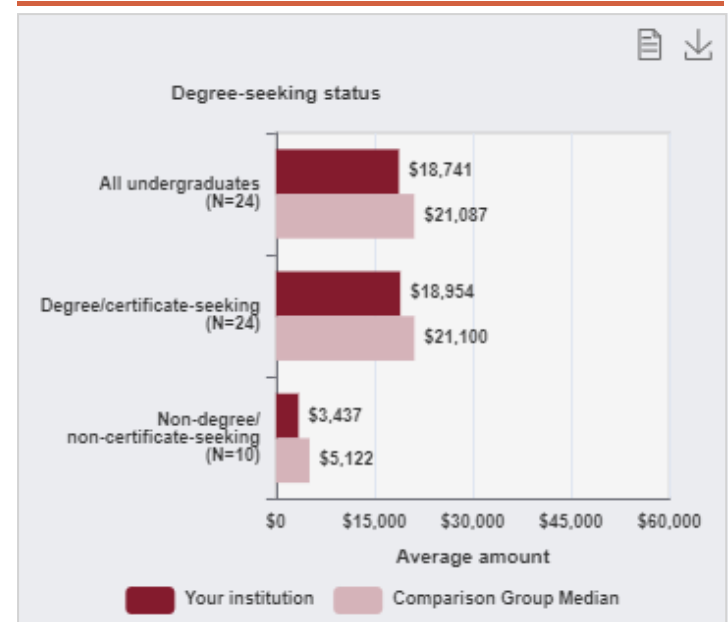
Figure 22. Percent of undergraduate students awarded grant or scholarship aid, by degree/certificate-seeking status: Academic year 2021-22



NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

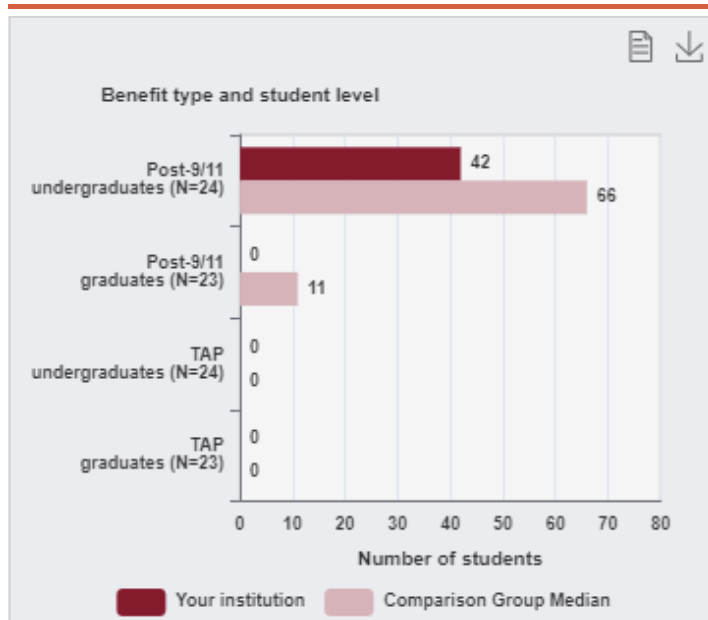
Figure 23. Average amount of grant or scholarship aid awarded to undergraduate students, by degree/certificate-seeking status: Academic year 2021-22



NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

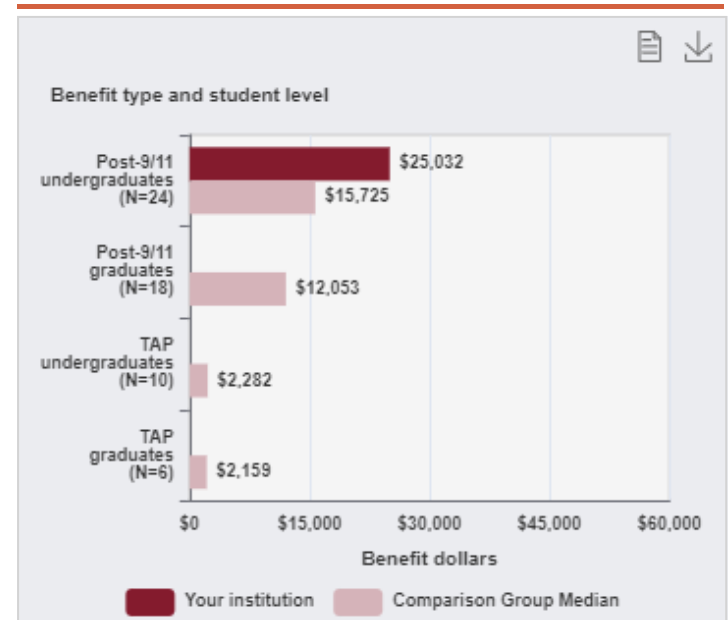
Figure 24. Number of students receiving military educational benefits, by benefit type and student level: Academic year 2021-22



NOTE: N is the number of institutions in the comparison group. Post-9/11 refers to the Department of Veteran Affairs Post-9/11 G.I. Bill educational benefit. TAP refers to the Department of Defense Tuition Assistance Program educational benefit.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

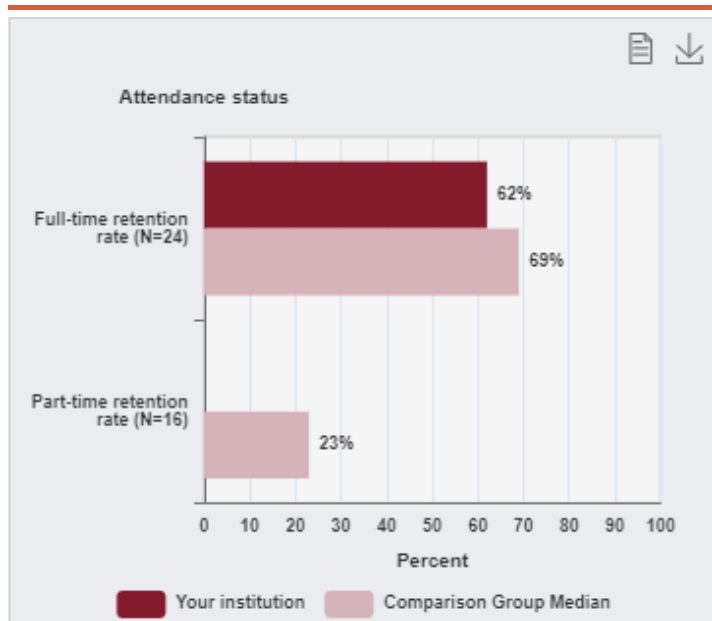
Figure 25. Average amount of military educational benefits received, by benefit type and student level: Academic year 2021-22



NOTE: N is the number of institutions in the comparison group. Post-9/11 refers to the Department of Veteran Affairs Post-9/11 G.I. Bill educational benefit. TAP refers to the Department of Defense Tuition Assistance Program educational benefit.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

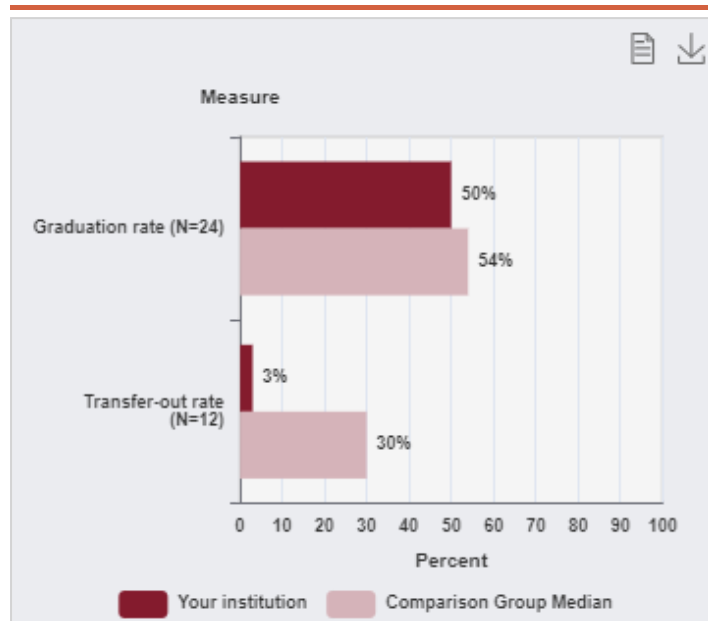
Figure 26. Retention rates of first-time bachelor's degree-seeking students, by attendance status: Fall 2021 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2021 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2022. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2021 and retention based on August 1, 2022. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

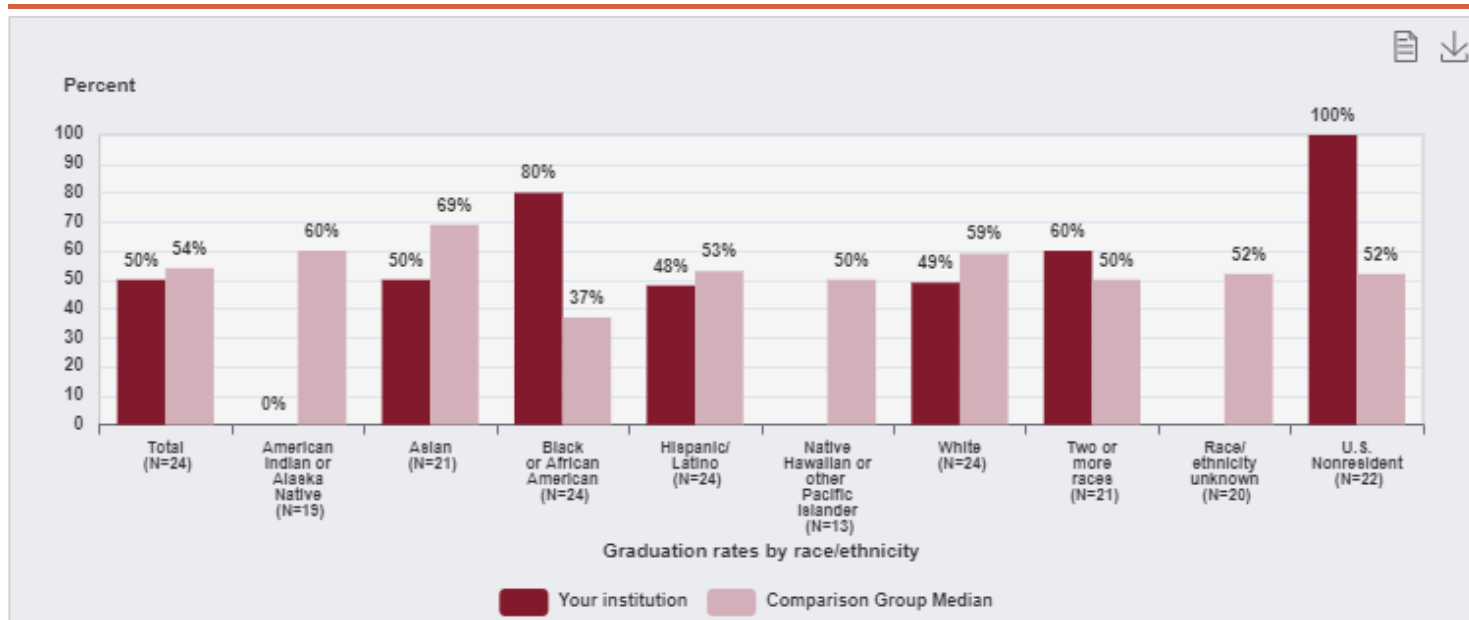
Figure 27. Graduation and transfer-out rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion: 2016 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

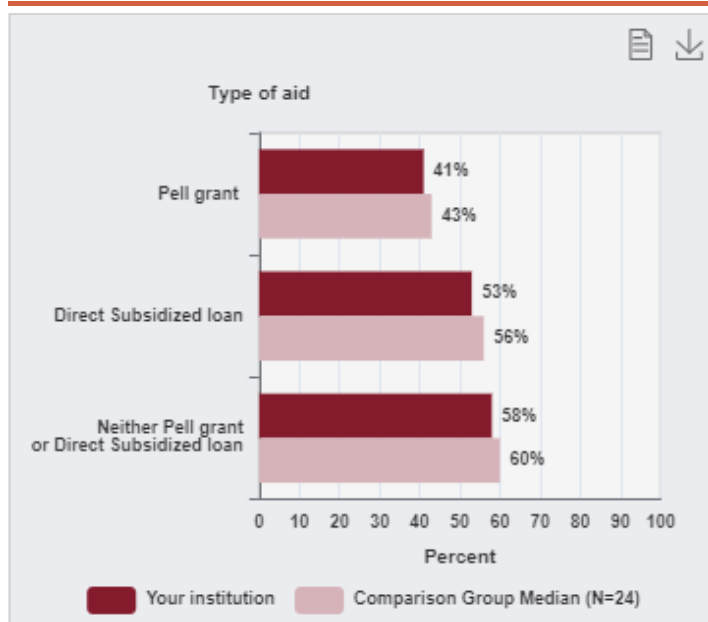
Figure 28. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by race/ethnicity: 2016 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

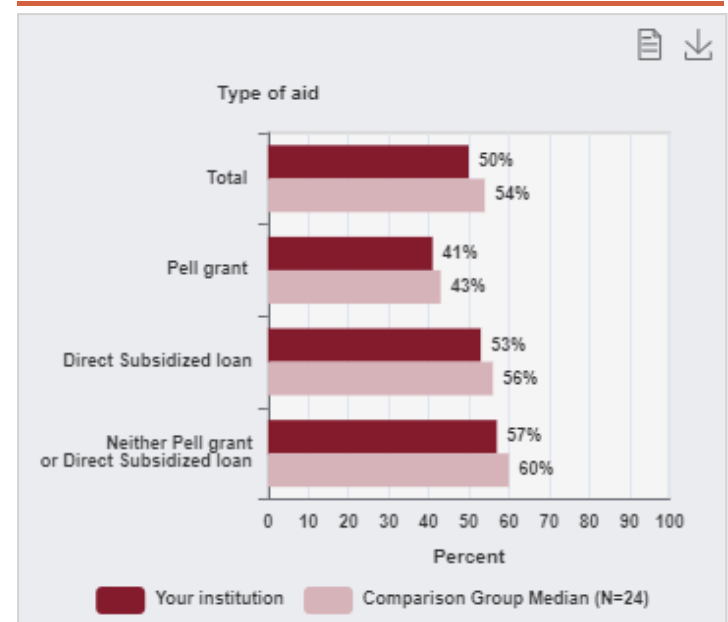
Figure 29. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by type of aid: 2016 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

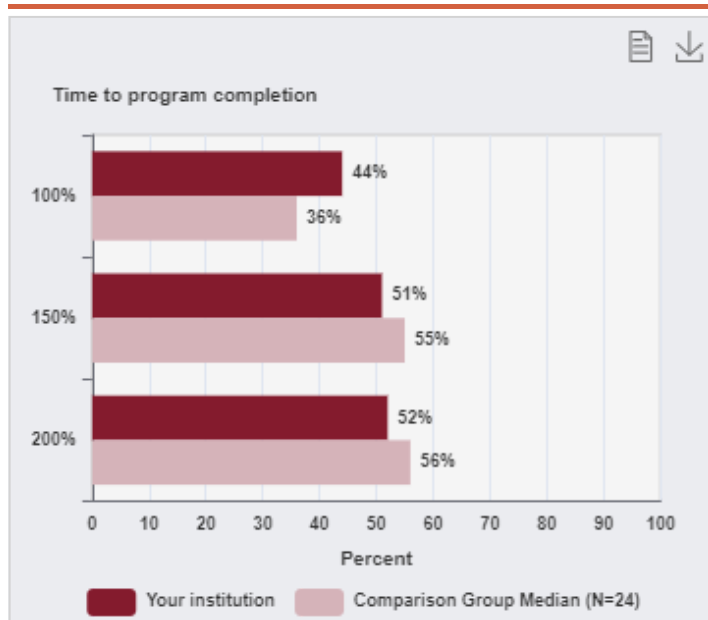
Figure 30. Bachelor's degree graduation rates of full-time, first-time bachelor's degree-seeking undergraduates within 150% of normal time, by type of aid: 2016 cohort



NOTE: Graduation rates are calculated using the number of students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

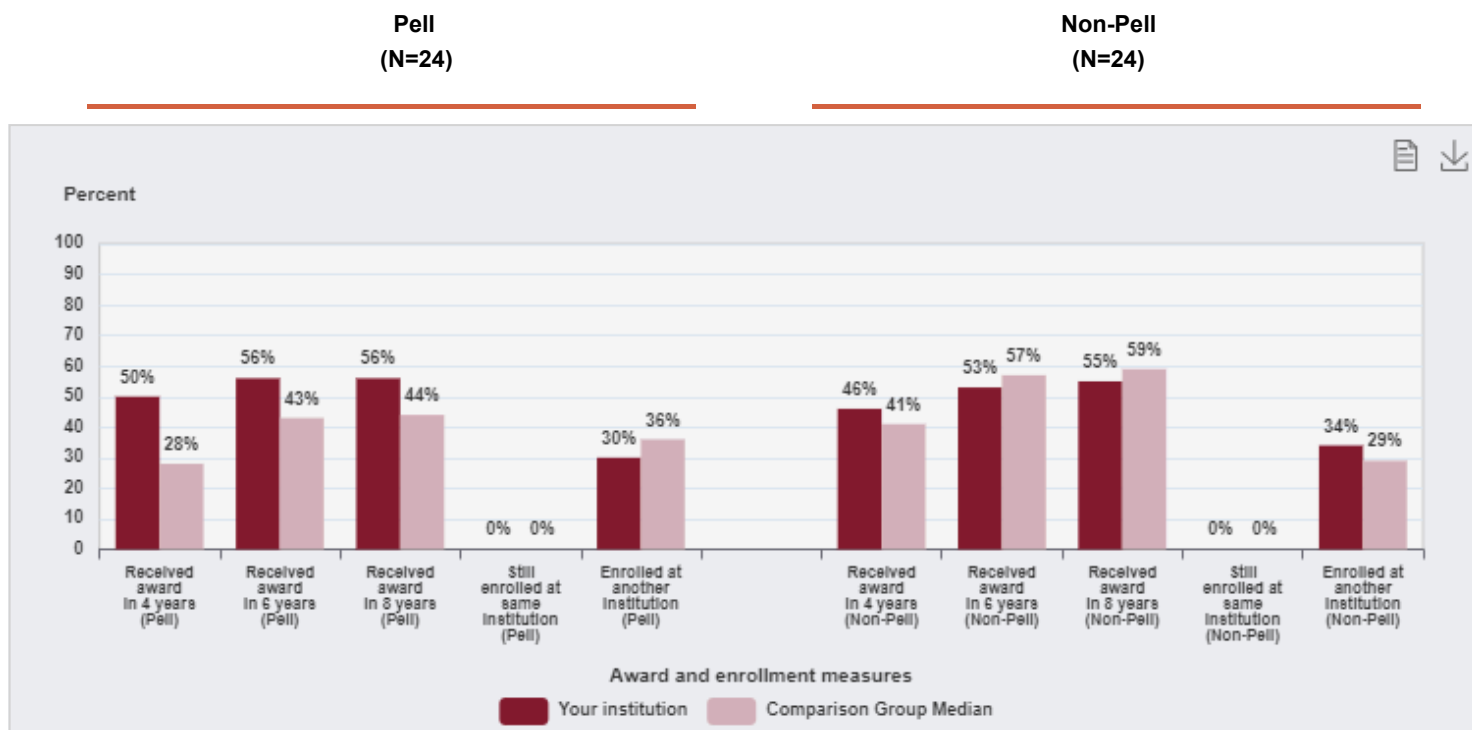
Figure 31. Bachelor's degree graduation rates of full-time, first-time bachelor's degree-seeking undergraduate students within 100%, 150% and 200% of normal time to completion: 2014 cohort



NOTE: The 100%, 150% and 200% graduation rates are calculated using the number of students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. For details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, 200% Graduation Rates survey component.

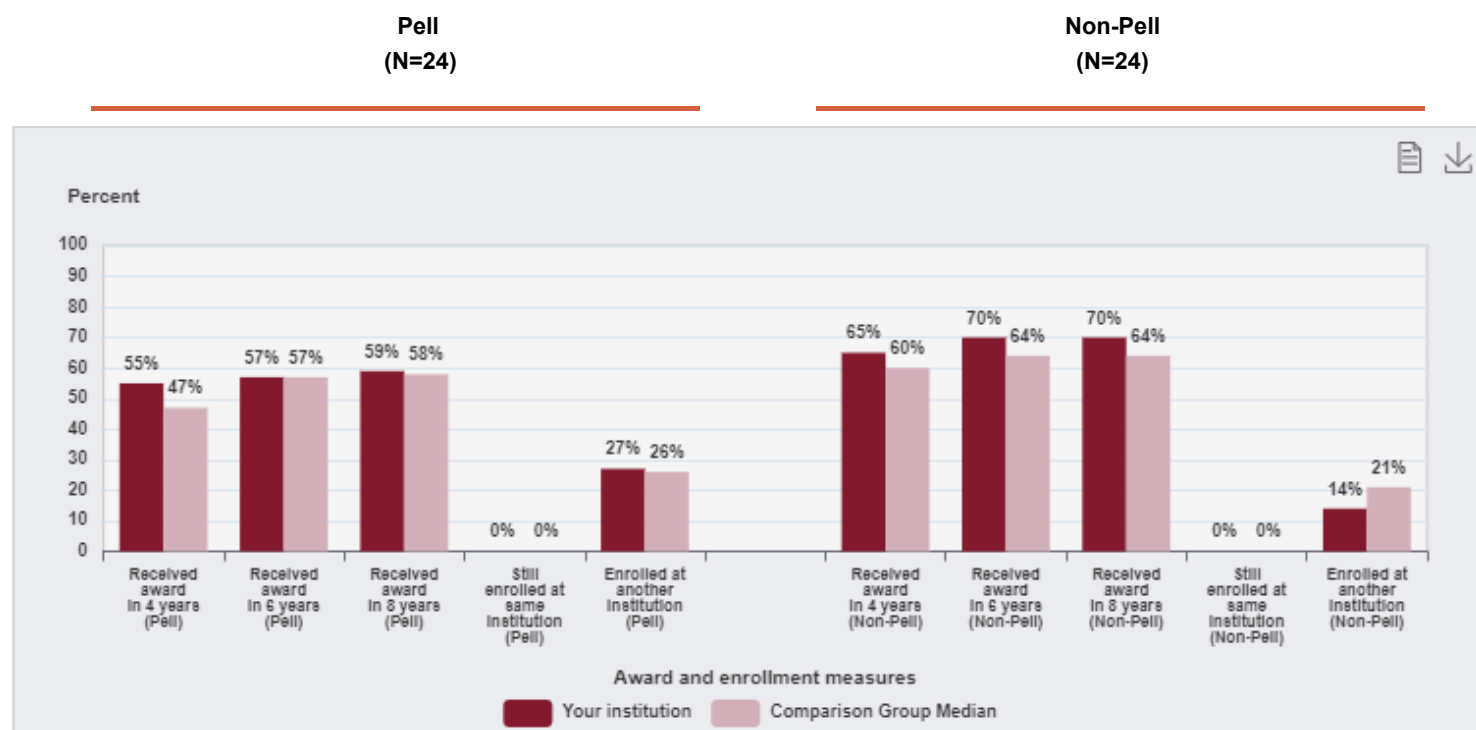
Figure 32. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

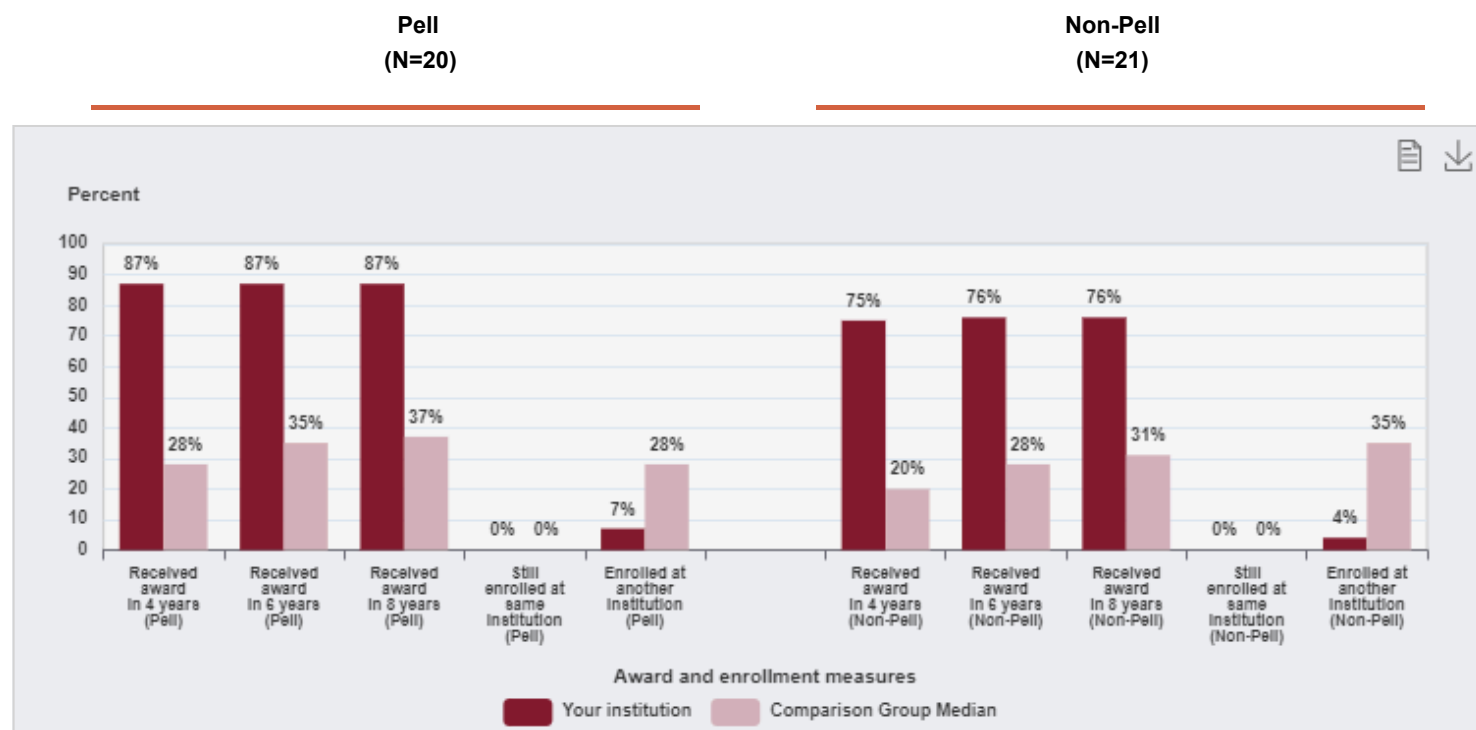
Figure 33. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

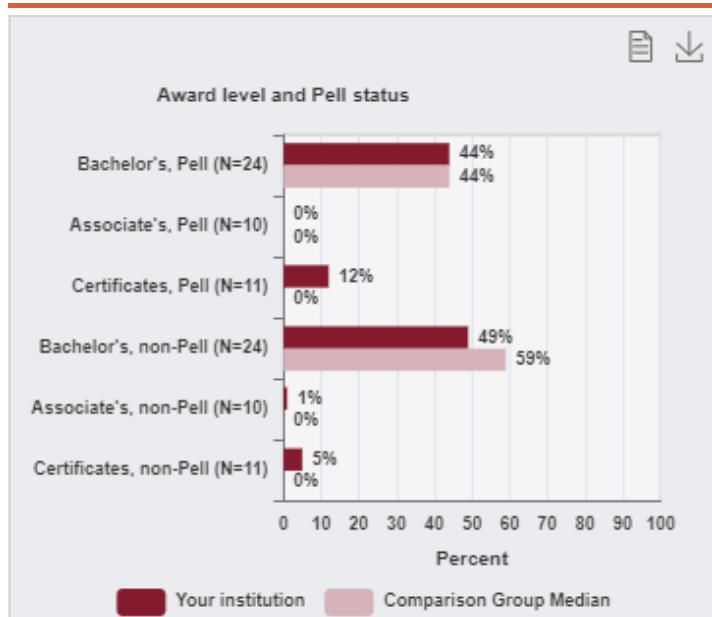
Figure 34. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

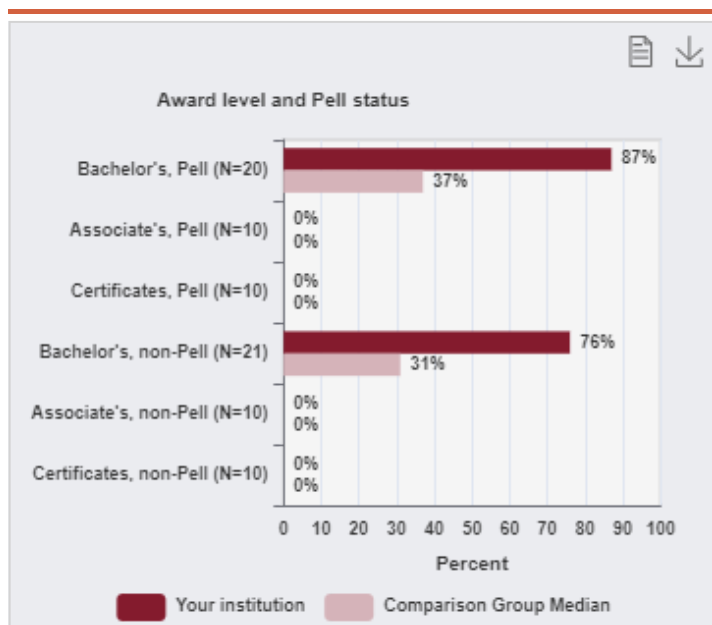
Figure 35. Award rates of first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by award level and Pell status: 2014-15 cohort



NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

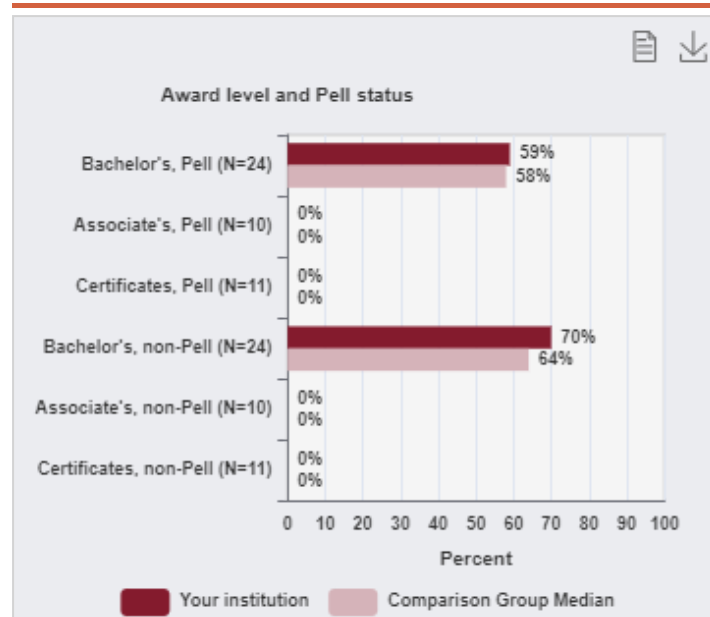
Figure 37. Award rates of non-first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by award level and Pell status: 2014-15 cohort



NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

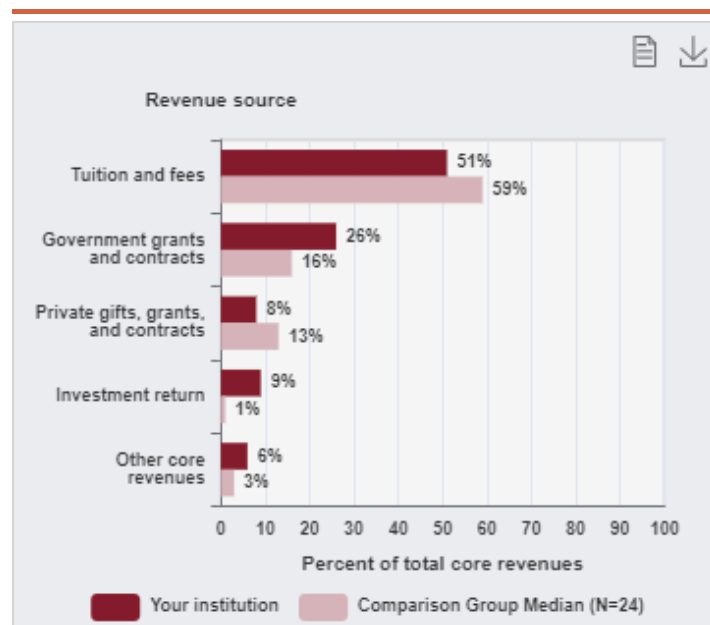
Figure 36. Award rates of non-first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by award level and Pell status: 2014-15 cohort



NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

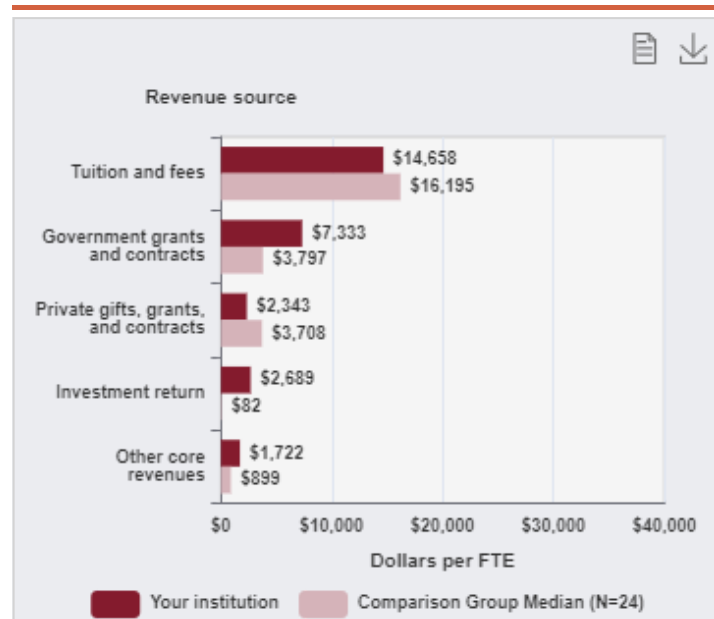
Figure 38. Percent distribution of core revenues, by source: Fiscal year 2022



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Finance survey component.

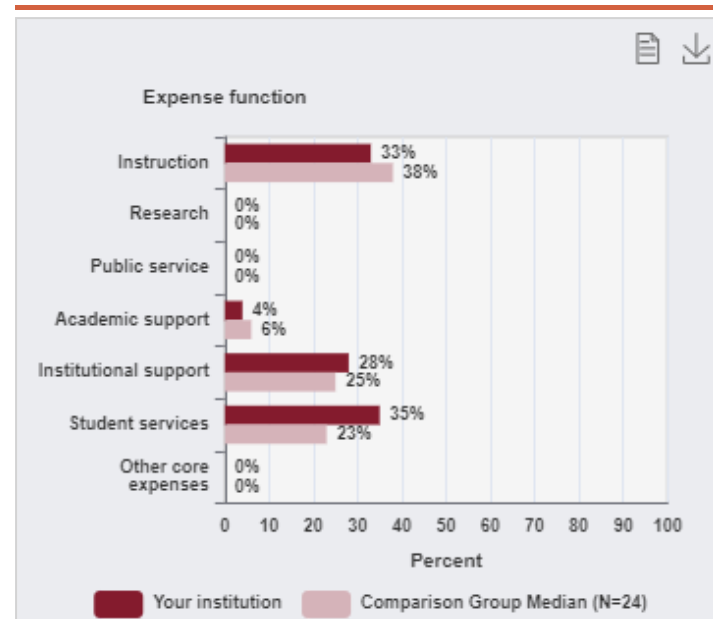
Figure 39. Core revenues per FTE enrollment, by source: Fiscal year 2022



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For details on calculating FTE enrollment and a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component and Spring 2023, Finance survey component.

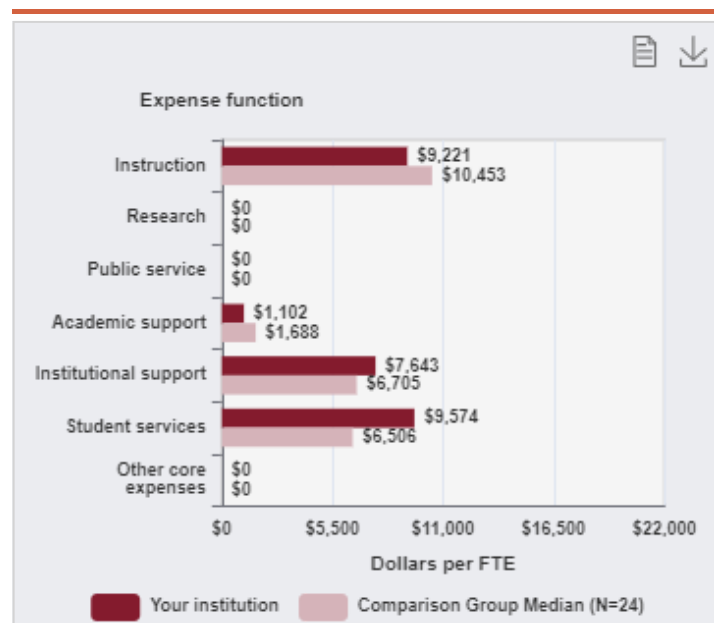
Figure 40. Percent distribution of core expenses, by function: Fiscal year 2022



NOTE: For a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Finance survey component.

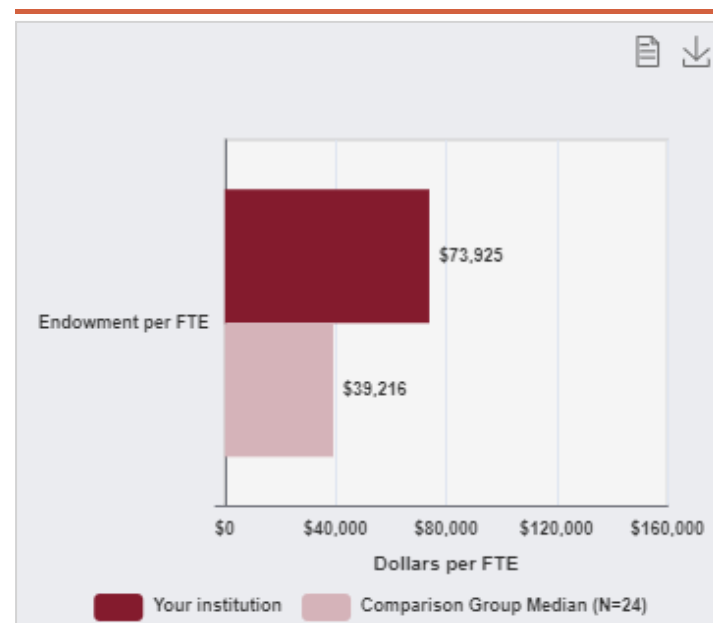
Figure 41. Core expenses per FTE enrollment, by function: Fiscal year 2022



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component and Spring 2023, Finance survey component.

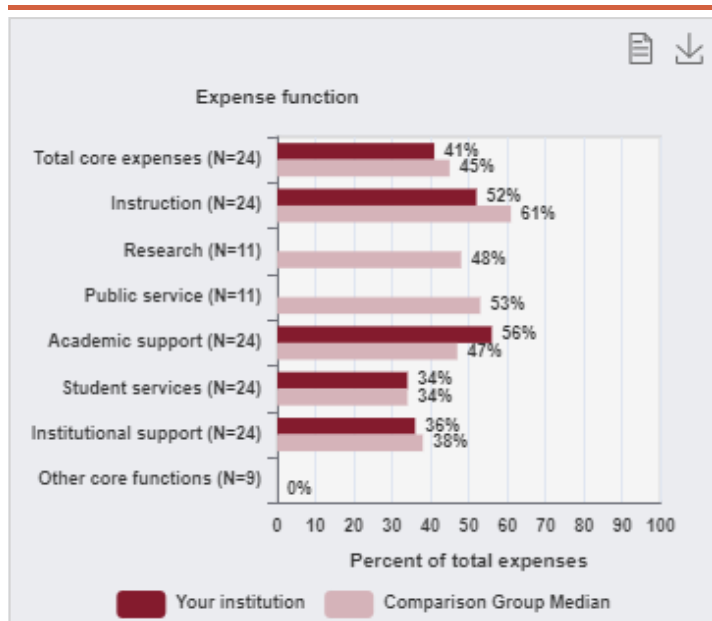
Figure 42. Endowment assets (year end) per FTE enrollment: Fiscal year 2022



NOTE: For more information on the comparison group median, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component and Spring 2023, Finance survey component.

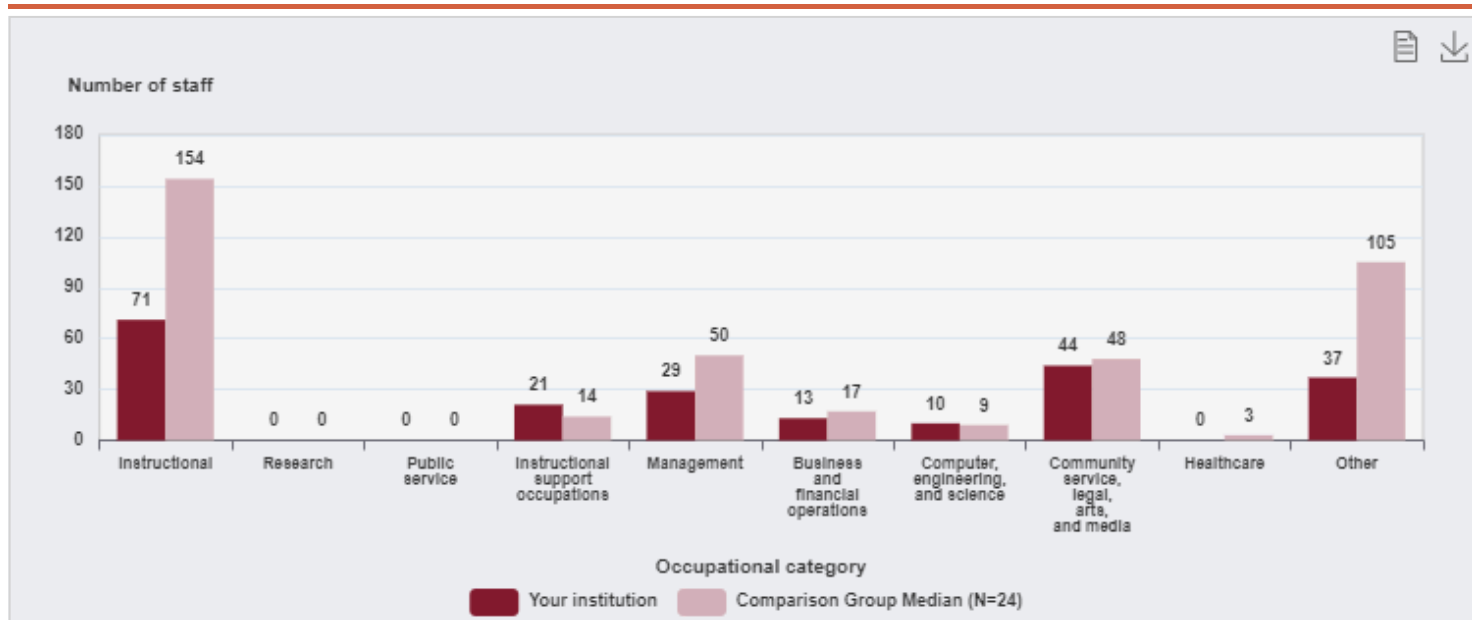
Figure 43. Expenses for salaries and wages as a percent of total expenses, by function: Fiscal year 2022



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Finance survey component.

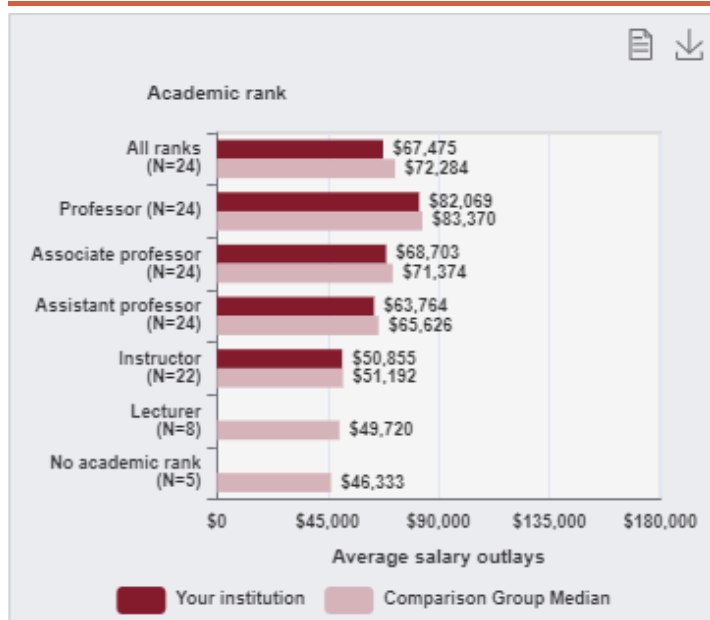
Figure 44. Full-time equivalent staff, by occupational category: Fall 2022



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Human Resources survey component.

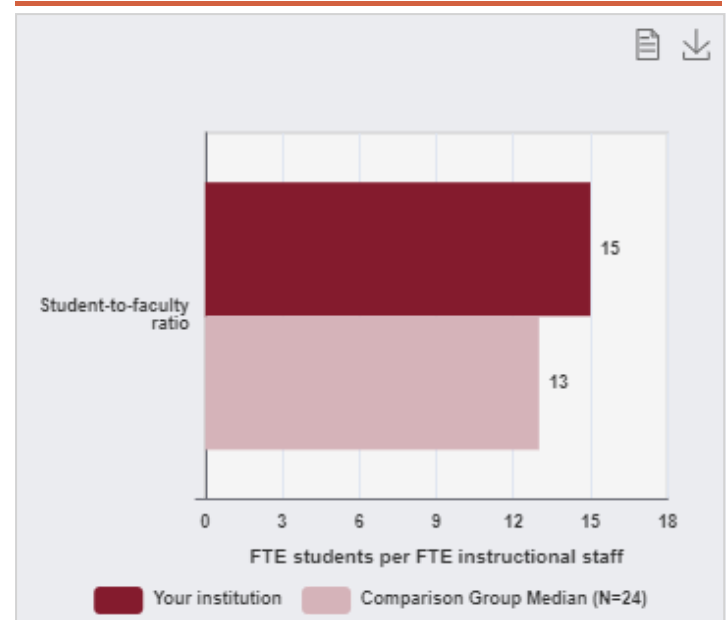
Figure 45. Average salary outlays of full-time non-medical instructional staff equated to 9-months worked, by academic rank: Academic year 2022-23



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Human Resources survey component.

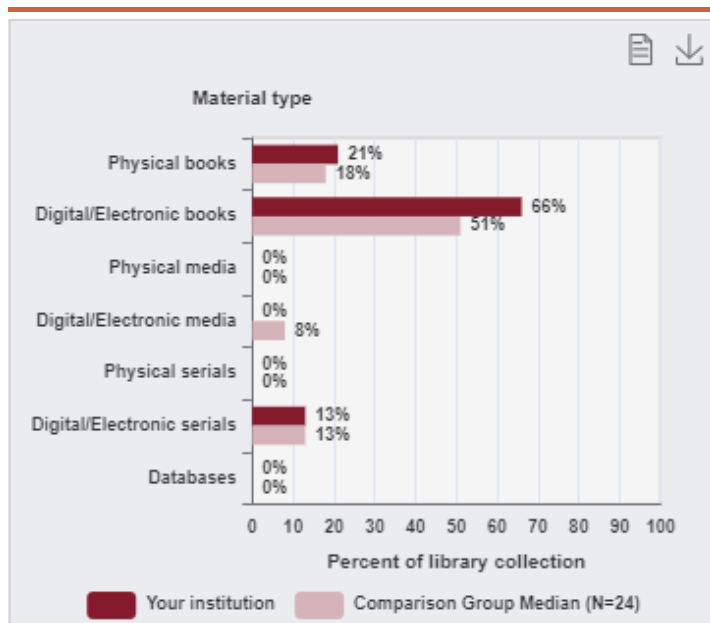
Figure 46. Student-to-faculty ratio: Fall 2022



NOTE: Student-to-faculty ratio data are presented only for institutions that have undergraduate students; graduate only institutions are not included. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

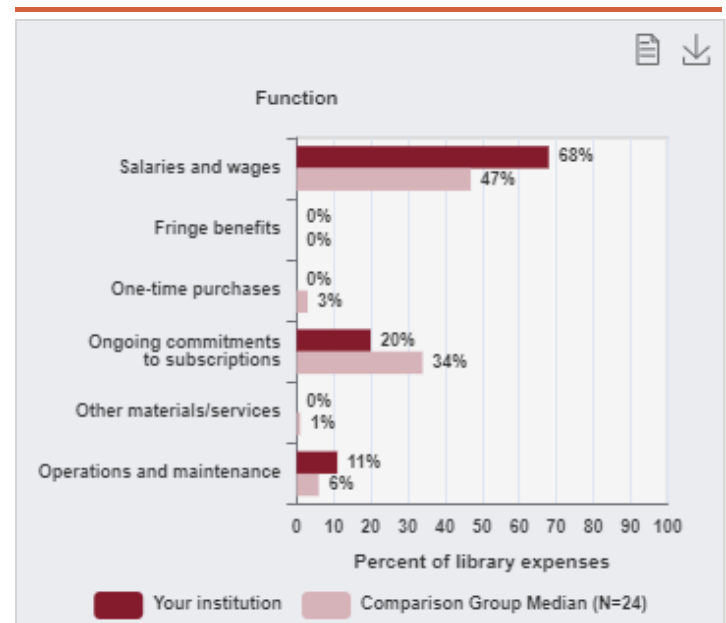
Figure 47. Percent distribution of library collection, by material type: Fiscal year 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Academic Libraries survey component.

Figure 48. Percent distribution of library expenses, by function: Fiscal year 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Academic Libraries survey component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2022-23 data collection year. Response rates exceeded 99% for most survey components. IPEDS data release memos at <https://nces.ed.gov/ipeds/use-the-data/survey-components> provide an overview of the number of institutions responding to the survey components. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each indicator shown in the figure. If more than one indicator is present in a figure, the median values are determined separately for each indicator. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (<https://nces.ed.gov/ipeds>).

Missing Indicators

If an indicator is not reported for your institution, the omission implies that the indicator is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some indicators are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <https://nces.ed.gov/ipeds/Section/Resources>.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

DESCRIPTION OF INDICATORS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

Student Enrollment

Enrollment Counts

12-month Enrollment captures a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, Fall Enrollment captures number of students enrolled on a particular date in the fall. Fall enrollment is often referred to as a “snapshot” of an institution’s enrollment at a specific time.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution’s FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment survey component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or clock hours). See “Calculation of FTE Students (using instructional activity)” in the IPEDS Glossary at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

Completions

Completions and Completers

Completions collects data on undergraduate and graduate completions and completers in a 12-month period beginning July 1 and ending June 30. Completions are the counts of postsecondary awards granted where each award reported once but multiple awards may be reported for one recipient. Completers are the counts of students granted postsecondary awards. The count of completers is collected in two ways. The first way counts all completers, while the second way counts completers by award level (e.g., number of associate’s completers, number of bachelor’s completers).

Charges and Average Net Price

Tuition and Required Fees (Published)

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition and that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduate students and are those used by the financial aid office to determine the financial need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Average Institutional Net Price

IPEDS collects data to calculate average net price at each institution for two groups of undergraduate students: those awarded grant and scholarship aid and those awarded Title IV federal aid.

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the academic year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board, and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Student Financial Aid

Financial Aid Recipients and Amounts

Student Financial Aid collects the counts of undergraduate students awarded different types of financial aid and the total amounts of aid awarded. The average dollar amount of aid awarded is then calculated. In addition, Student Financial Aid collects counts of full-time, first-time undergraduate students awarded aid and amounts of aid, and counts and disbursed amounts for undergraduate and graduate students receiving military education benefits.

Military Benefits

Military Benefits

IPEDS collects data on two military educational benefit programs – Post 9/11 GI Bill and Tuition Assistance.

The Post 9/11 GI Bill is a federal education benefit for veterans, who served on active duty after September 10, 2001. This benefit provides up to 36 months of education benefits for the following college costs: tuition and fees, books and supplies and housing. The tuition and fees benefit payment is made directly to the postsecondary institution; whereas, payments for books, supplies, and housing are sent to the student. The Tuition Assistance Program covers the tuition and course-specific fees of active, eligible service members. The benefit is directly paid to the institution by the service member's Armed service.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduate students from the previous fall who are still enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduate students, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduate students.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduate students minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) survey component which carries forward 100% and 150% graduation rates data previously reported in the GR survey component is the Graduation Rates 200% (GR200) survey component, which requests information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: first-time, full-time entering (FTFT); first-time, part-time entering (FTPT); non-first-time, full-time entering (NFTFT); and non-first-time, part-time entering (NFTPT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised for allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 of the next year) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, student services, institutional support, scholarships and fellowships (GASB) or net grant aid to students (FASB) and other expenses. Core expenses exclude expenses for auxiliary enterprises, hospitals, and independent operations. Non-degree-granting institutions do not report expenses for auxiliary enterprises in a separate category and thus may include these amounts in the core expenses as other expenses. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB reporting standards, and private, not-for-profit institutions under FASB reporting standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Salaries and Wages

Salaries and wages for public institutions under GASB reporting standards and private (not-for-profit and for-profit) institutions under FASB reporting standards, include amounts paid as compensation for services to all employees regardless of the duration of service, including and all regular or periodic payments to a person for the regular or periodic performance of work or a service and payment to a person for more sporadic performance of work or a services (e.g., overtime, extra compensation, summer compensation, bonuses, sick or annual leave, etc.)

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Occupational categories include instructional staff, research staff, public service staff, instructional support staff, management staff, and other occupations. Instructional staff are primarily engaged in teaching and do a combination of teaching, research, and/or public service. Research staff are staff whose primary function is research while public service staff are staff whose primary function is public service. Instructional support occupations include archivists, curators, and museum technicians; librarians and media collections specialists; librarian technicians; student and academic affairs and other education services occupations. Other staff include staff in service occupations; sales and related occupations; office and administrative support occupations; natural resources, construction, and maintenance occupations; production, transportation and material moving occupations; and military specific occupations. Graduate assistants are not included.

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey component data) divided by total FTE instructional staff (using the total primarily instruction + instruction/research/public service staff reported in Human Resources survey component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Libraries

Library Collections

Library collections comprise of documents held locally and remote resources for which permanent or temporary access rights have been acquired. Access rights may be acquired by the library itself, by a consortium and/or through external funding. Interlibrary lending and document delivery are excluded from the collection.

Degree-granting institutions with total library expenses greater than zero and/or had access to a library collection report their physical books, media, and serials collections and their digital/electronic books, media, serials, and database collections.

Counts in each category (i.e., physical books, media, and serials as well as digital/electronic books, media, serials, and databases) are the number of held at the end of the most recent fiscal year. The percent distribution of each resource is derived by dividing the counts in each category by the total of all categories.

Digital/electronic books and media are reported by titles owned or leased by the library if individual titles are cataloged and/or searchable through the library catalog or discovery system. E-serials are reported by titles that are accessible through the library's catalog or discovery system. Digital and Electronic databases are reported by the total number of licensed digital/electronic databases in the institutions collection if there is bibliographic or discovery access at the database level.

Library Expenses

Library expenses are funds expended by the library (regardless of when received) from its regular budget and from all other sources (e.g., research grants, special projects, gifts and endowments, and fees for services) for the most recent 12-month period that corresponds to your institution's fiscal year that ends before October 1.

Degree-granting institutions with total library expenses less than \$100,000 are not required to report their expenses to IPEDS. Salaries and wages are reported from the library budget or all other institutional sources that are identifiable. Fringe benefits are reported only if paid from the library budget. The percent distribution of each category of expense is derived by dividing each expense category by the sum of total library expenses.

Additional Resources

Additional information on the IPEDS survey components, including survey methodology, survey forms, and frequently asked questions, can be found at <https://nces.ed.gov/ipeds/use-the-data/survey-components>.

Additional information on the timing of IPEDS data collection, data coverage, and data release cycle, can be found at <https://nces.ed.gov/ipeds/use-the-data/timing-of-ipeds-data-collection>.

Additional definitions of variables used in this report can be found in the IPEDS glossary available at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

Additional resources on the IPEDS Data Feedback Report, including the instructions on creating a custom comparison report, FAQs, and video tutorials, can be found at <https://nces.ed.gov/Ipedr/Help/View/2>.